THE

THREE YEAR J.C SOCIAL STUDIES

REVISION NOTES

with over 300 multiple choice questions and answers
and over 100 structured and essay type questions

Lucy Clarke and Jeff Ramsay

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Introduction

This revision text, with over **300** multiple choice questions and **100** structured and essay questions, is a comprehensive summary of the three year JC Social Studies Syllabus for Botswana. It closely follows the broad themes of each section and the general and specific objectives within the course material. Each section is divided into a number of small units (which, for convenience, we call chapterlets). One of the larger units (Reading Maps) has been allocated two chapterlets.

There are 28 chapterlets consisting of essential notes, tables, drawings, maps historical photographs and diagrams with 10, carefully selected, multiple choice questions in each. The inclusion of a full colour section from a Botswana OS map is an important addition-and a first time for Botswana in a text of this kind?

Detachable answers for the multiple choice questions are included, for the convenience of the teacher, at the end of the book. The structured and essay type questions found in each chapterlet have been specifically designed for the text, and the JC examination, and should be interesting and challenging for even the most able students. An additional chapterlet consisting of a selection of revision questions is also included.

This text has been specifically written as resource material for both teachers and pupils. The authors recommend that the *JC Social Studies Revision Notes and Questions* be used throughout the three year course as a means of continuously evaluating what is being learnt, providing theoretical back up and essential practice in answering questions and examination techniques. The additional four page project section has been written to help teachers and their pupils with ideas on how to set up and get started on such tasks.

The authors believe the inclusion of detailed notes for each important syllabus section in a revision text is a valuable time saver for teachers and effectively solves the problem of how to handle note-taking in social studies classes at the JC. level. Essentially, this means less time spent by pupils copying from the board in class and more time for creative work.

To make the book even more effective for everyday classroom use, the various chapterlets are grouped together in the expected order of teaching within the JC Social Studies Syllabus from Year One through to Year Three. (Please refer to the syllabus contents page for more details on the order).

L. Clarke and J. Ramsay
Gaborone, Botswana, May 1997

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1 READING MAPS

A **map** is an overhead, visual representation of the earth or part of the earth's surface. Other ways to show what the earth's surface looks like include **picture**, **plans** and **photographs**. We use these **pictorial representations** of an area for different purposes.

Maps are:
* used to locate places e.g. a world map, a road map, an Ordnance survey map.
* used for comparing areas e.g. a topographical map.
* valuable for plotting data e.g. a sketch map
* used to show special features, and leave out irrelevant information e.g. a physical map.

Plans are:
* very accurate diagrams of an area.
* drawn to scale e.g. a football pitch plan, a house plan.

Pictures, drawings, paintings or **sketches are**:
* not as accurate as a map.
* used to give the feeling of a place.
* useful to remind you what a place looks like.

Photographs
* record all the features of a place, without selecting specific information.
* may be taken from above - an **aerial** photograph.
* may be taken from the ground - an **oblique** photograph.

The Attributes of a Map

A map is like a book, but you read it using a different language. When you can understand the language you will be able to read maps, as well as draw your own.

All maps must include a **title**, a **key** to **symbols**, a **scale** and a **direction** indicator.

a) **a title**, is necessary for us to know what type of map is shown, and the purpose it can be used for e.g. a political map is used for identifying the boundaries of different countries.

b) **a key**, or **legend** is necessary to understand the signs, symbols, lines an colours shown on the map.

c) **symbols** (also known as conventional signs) are a way of showing which features are on the earth's surface. They are usually drawn to look like the features they represent (e.g. rivers), or to look different (e.g. colours, lines and letters).

There are 3 types of map symbols:

(i) **Point symbols** - these represent individual features either shown as small pictures, or letters of different colours (e.g. **H** may mean a hospital, or + shows a church)

(ii) **Line symbols** - these are lines, dots or dashes in different colours which represent boundaries, rivers, roads, pathways etc.

(iii) **Area symbols** - these may be different colours or designs which represent a wide area on a map (e.g. orchards, grassland or separate countries on a world map)

d) **a scale** tells us the ratio between the distance shown on the map and the real distance on the ground. It is necessary for us to calculate distances between places.

There are 3 types of scale : a statement scale, a linear or bar scale, and a representative fraction.

(i) **a statement scale** is written in words
e.g. one centimetre represents ten metres, or 1cm represents 10m or 1cm is 10m.

(ii) **a linear or bar scale** looks like a ruler

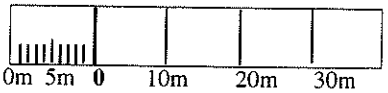


Fig 1.1 Linear Scale

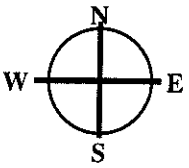
(iii) **a representative fraction**, or a ratio 1/1000 or 1: 1000

(Remember that 1 000cm is the same as 10m)

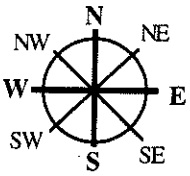
Each of these scales tells us that if we measure 1cm on the map, it would be 10m in real life, on the earth's surface.

e) **direction** is necessary for us to locate places on a map relative to each other. On some maps a North arrow is shown, but on other maps we can draw a compass with all the cardinal points.

Fig 1.2 Direction Arrow



The 4 point compass
These are the 4 cardinal points. Remember the clockwise order by saying Never Eat Samp and Worms.



The 8 point compass
To describe direction more accurately, we can use an 8 point compass. Remember to write N or S as the first letter e.g. NE, SE, NW, SW.

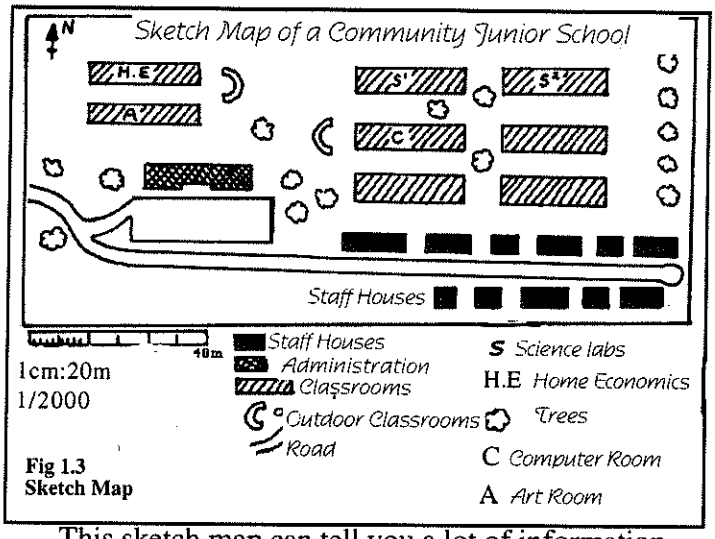


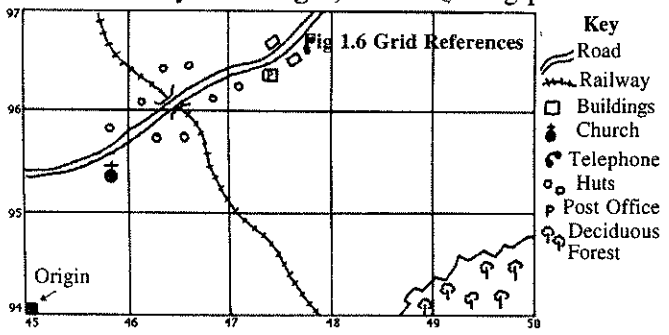
Fig 1.3 Sketch Map

This sketch map can tell you a lot of information about this school. For example, you could write:
* There are 12 staff houses.
* There are 2 outdoor classrooms.
* The area of the school is 24,200m (220m x 110m = 24,200m).
* The HE lab is located North West of the Administration block.

* The computer room is south of Science lab 1, and southwest of the Science lab 2.

Grid References

When we want to locate places on a map we can use **grid references**. Using grid references is very like reading graphs in maths. The bottom left-hand corner is always the **origin,** or the starting point.

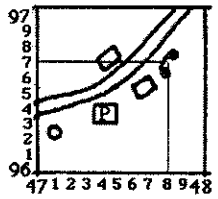


If you want to describe where the phone box is located, you must first move along the BOTTOM of the map and write down the name of the line that is to the left of the phone box : 47. Then you must go back to the origin, and start moving UPWARDS, until you find the line which is below the phone box : 96. This means that **the 4 - figure grid reference** of the phone box is 4796. These numbers describe the **grid square** in which the phone box is found. Look at the church; it is found in grid square 4595.

Often we need to be more accurate, because there may be other features in the same grid square. This is when we use **6 - figure grid references**.

The process is the same as the 4 - figure grid references, except that the grid square is divided into smaller squares. Look at grid square 4796. The section between 47 and 48 is divided into 10 more lines. The phone box is found on the 8th line. So we can write it as 478. Again, the section between 96 and 97 is divided into 10 more lines. We find the phone box on the 7th line. We can write it as 967. So the six figure grid reference for the phone box is 478967.

Fig 1.7 6-figure Grid Reference

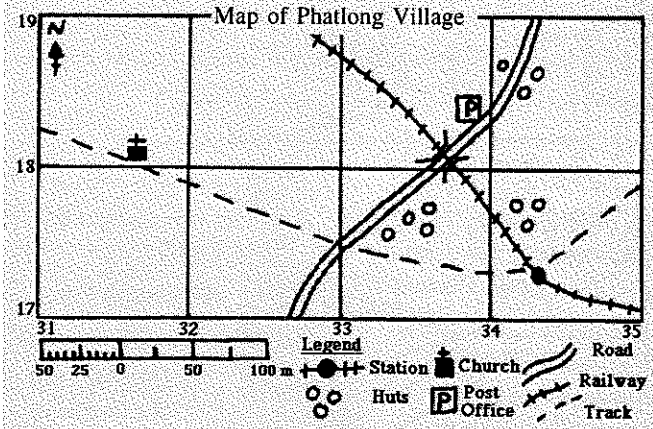


The six figure grid reference for the post office is 474963. The vertical grid lines are called **Eastings** and the horizontal lines are called **Northings**. The numbers written at the bottom of the map describe the Eastings, and the numbers written up the side of the map describe the Northings. (Remember that **E** comes before **N** in the alphabet, so we always give the numbers at the bottom of the map first).

Multiple Choice Questions

1. A pictorial representation of the earth's surface, showing the boundaries of countries and their capitals is called
A a topographical map B an aerial photograph
C a political map D a relief map

Use the Map of Phatlong Village to answer 2, 3, 4 and 5



2. The direction of the church from the station is
A SE B NW C SW D NE

3. The post office is in a grid square
A 3318 B 3419 C 1833 D 1834

4. The distance from the bridge to the railway station is
A 100m B 10 000m C 2cm D 200m

5. The scale of the map of Phatlong Village is shown as
A a ruler B a representative fraction
C a linear scale D a statement bar

Use the KASANE MAP (Appendix) for the following:

6. Commissioners Kop is in grid square
A 0634 B 0633 C 0532 D 0533

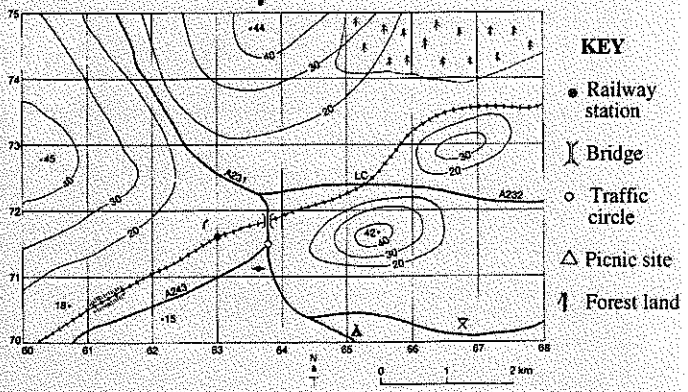
7. The feature at 041313 is the
A School B Post Office C Police Station D Clinic

8. What direction is Kasane Airstrip from the clinic?
A Southeast B Northeast C Southwest D Northwest

9. The area of Nyungwe Irrigation Scheme is
A 500km^2 B 100m^2 C 1km^2 D 500m^2

10. The distance along the road from the Chobe National Park Headquarters to the Game Scout Camp is
A 270m B 2.6km C 5.4cm D 2900m

Structured and Essay Questions



1 a) What is the 4-figure grid reference of the railway station?
b) Give the 6-figure grid reference of the railway station?
c) What is at 628718?
d) In which direction is the bridge from the railway station?
e) What is the highest point on the map?
f) How far is it, along the road, from the traffic circle to the picnic site?
g) What is the approximate area of the forested land in the North east?

2. Imagine that you are travelling eastwards in a mokoro along the Chobe River. Describe FIVE features that you would see which are shown on the Kasane map (Appendix).

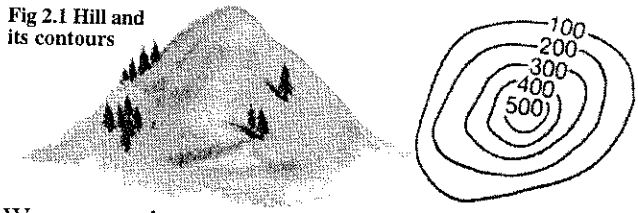
2 READING MAPS

Contour Lines
Places of equal height above sea level are joined together by lines called **contours**. Contour lines are drawn on a map so that we can tell what the shape of the land is like in real life. By looking at the shape of the contour lines, and the heights marked on them, we can identify different features like hills or valleys. We can see whether the land slopes gently or steeply.

The **vertical interval** (**V.I.**) is the difference in height between two contour lines which are next to each other. It is always shown on the key of a map e.g.V.I. 10m. We may also see **spot heights** marked on a map which show the **altitude** (height above sea level) of a particular place. Spot heights are marked like this •999. We may also see Trigonometrical Stations or Trigonometrical Beacons marked like △ 3200. The number shows the height of the beacon.

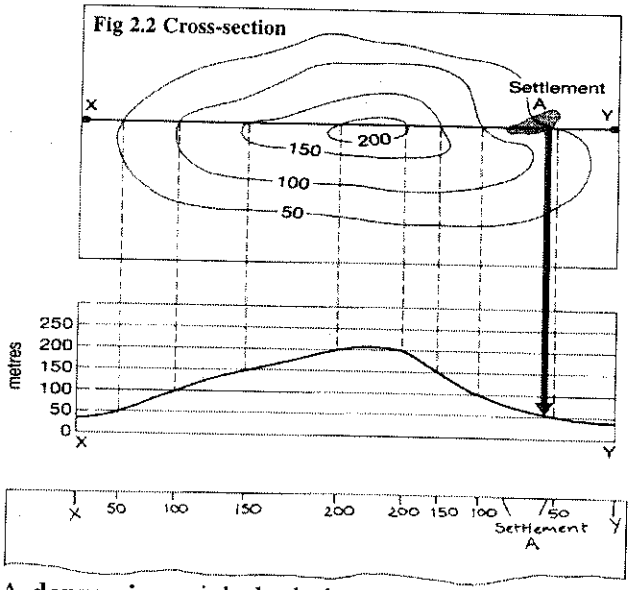
Relief Features (shape of the land)
A **hill or mountain**: is shown by smaller and smaller circles, with the height numbers getting greater towards the centre. The vertical interval of these contour lines is V.I.100m

Fig 2.1 Hill and its contours



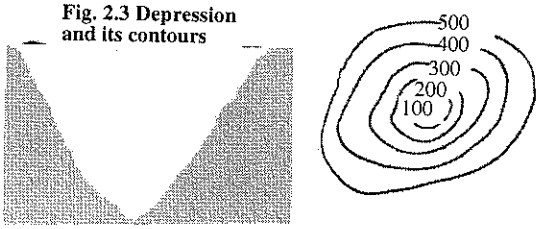
We can work out what the hill would look like in real life by drawing a cross-section, using a paper strip.

Fig 2.2 Cross-section



A **depression** might look the same as a hill, but the numbers will get smaller and smaller towards the centre of the circles.

Fig. 2.3 Depression and its contours



Flat land is shown where there are NO contour lines! Remember that the lines show places of equal height, so if there are no lines it means that the shape of the land does not change, therefore it is flat (see top of plateu below).
A **plateau** is a flat topped hill, so the contour lines will look like this:

Fig 2.4 Plateau

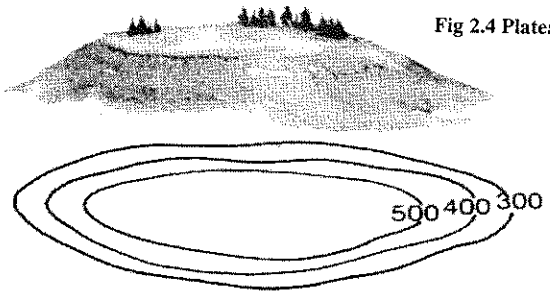
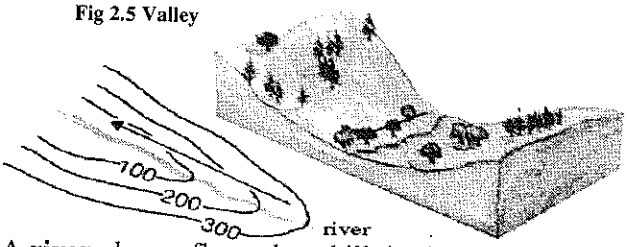


Fig 2.5 Valley



A **river** always flows downhill, in the bottom of a river **valley**. You must look at the numbers on the contour lines to tell which direction the river is flowing.

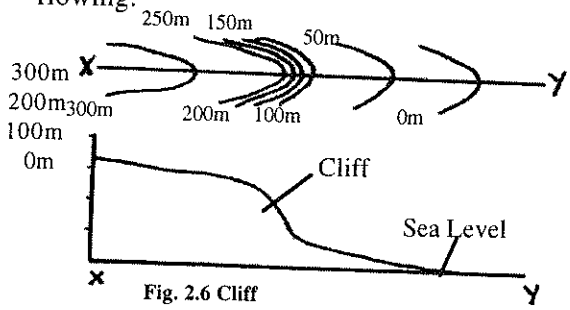
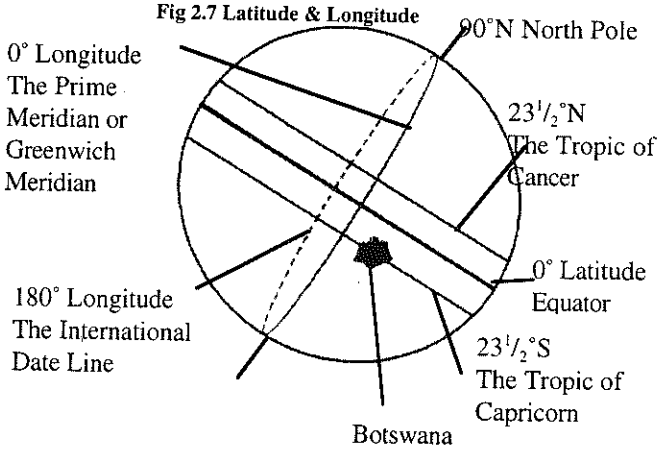


Fig. 2.6 Cliff

A **cliff** is a very, very steep slope, so it is shown by the contour lines being very close together

Fig 2.7 Latitude & Longitude



Latitude and Longitude
To help us locate places on the earth's surface, lines of latitude and longitude are drawn on the world map until it looks like a **grid**.
Latitude O° goes round the middle of the earth, and is called the **Equator**. Longitude O° goes from top

to bottom of the earth, and is called the **Prime Meridian** or the **Greenwich Meridian** because it passes through a place in England, called Greenwich. On the opposite side of the earth, at 180° is the **International Date Line**.
Other lines of latitude and longitude are drawn **parallel** to these ones.

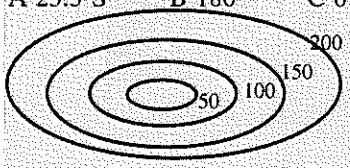
Using an Atlas
An atlas is a book containing many different maps and charts, as well as facts and figures about a place. The index in an atlas gives the latitude and longitude for every place shown on the maps. Always write latitude first (you can remember to do this because lati, comes before long in the dictionary).
Gaborone is written 24°38'S 25°50'E. This means that it is 24 degrees (and 38 minutes) South of the Equator, and 25 degrees (and 50 minutes) East of the Prime Meridian.

An atlas usually contains some of the following maps:
i) **climate** (temperature & rainfall), ii) **economic**, iii) **natural vegetation**, iv) **physical**, v) **political**, vi) **population**.

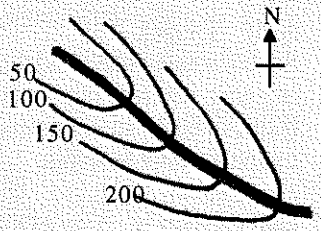
Multiple Choice Questions

1. Which of the following is on the line of latitude 23.5°N? The
A Equator B Tropic of Cancer
C Prime Meridian D Tropic of Capricorn

2. The International Date Line is on
A 23.5°S B 180° C 0° D 23.5°E



3. This feature is
A a depression B a plateau C a flat area D a hill



4. The river shown by the contour lines flows from
A northeast to south-east
B southeast to northwest
C east to west
D northwest to southeast

Use the Kasane Map (Appendix) to answer questions 5-10.

5. At what altitude is the Trigonometrical Station?
A 96m
B 990m
C 995m
D 997m

6. What type of vegetation is shown in the area above 1000m?
A Open shrub savanna
B Tree and shrub savanna
C Herbaceous swamp
D Cultivation and plantation

7. The spot height .1002 is in grid square
A 0427
B 046278
C 0528 D 2804

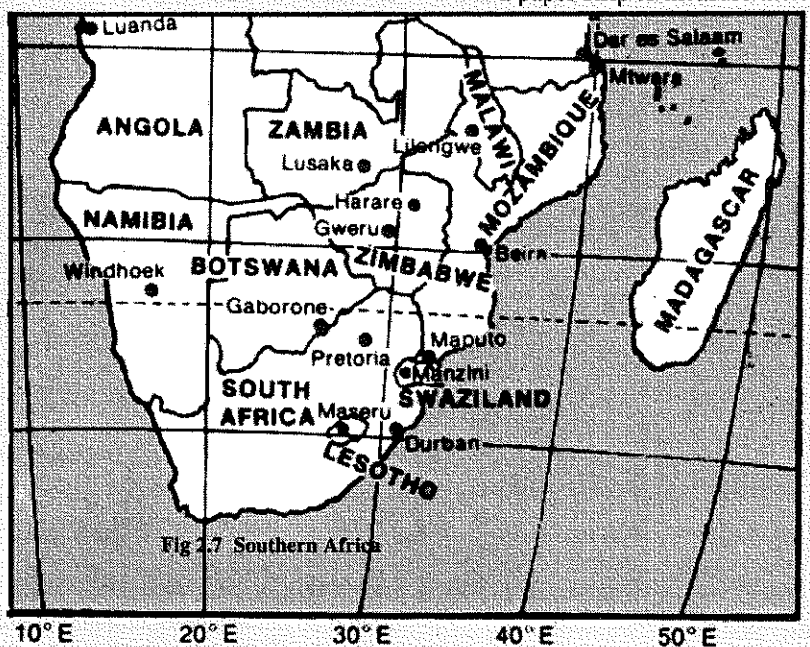
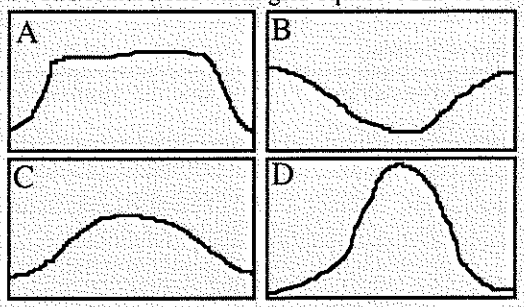


Fig 2.7 Southern Africa

8. The location of the Kasane area, using latitude and longitude is
A 17°S 25°W B 25°S 17°E
C 17°S 25°E D 50°S 10°E

9. The feature shown in grid square 0126 looks most like



10. The vertical interval (VI) shown on the Kasane map is
A 10mm B 10cm C 10m D 10km

Structured and Essay Questions

1a) Look at the Kasane map in the Appendix.
Draw a cross-section of the Nyungwe Valley. You can use a paper strip to measure the contour lines along the line marked X-------Y.

Use Fig 2.7 to answer question 2.
2a) From north to south, identify the countries through which the line of 30°E passes.
b) Give the location of Gweru using lines of latitude and longitude.
c) Which country extends from 12°E to 25°E, and 18°S to 29°S?
d)Name the dotted line that passes through Botswana.

3 BOTSWANA'S PHYSICAL ENVIRONMENT

The physical environment refers to the natural and built surroundings in which people live. The natural physical environment is determined by **climate**, **soil** and **vegetation.** The built or human-made (artificial) environment refers to the **buildings**, **roads** and **dams** which people have constructed.

Weather and Climate

Weather can be defined as the conditions of the atmosphere of a place over a short period of time. When weather is measured over a long period of time, and the average weather conditions of a place are calculated, we call this **climate**. There are 8 different **elements of weather** which are measured using the instruments shown in the table below:-

Table 3.1 Elements of Weather

Element of weather	Measuring Instrument	Units of measure
Rain	Rain gauge	Millimetres (mm)
Temperature	Thermometer	Centigrade (°C)
Sunshine	Sunshine recorder	Hours per day
Cloud cover	Observation	Oktas (1/8 of sky)
Wind speed	Anemometer	Kilometers per hour (km/h)
Wind direction	Wind vane	Points of the compass
Humidity	Hygrometer	Percentage (%)
Pressure	Barometer	Millibars (mb)

The two main factors which determine the weather or climate are temperature and rainfall, and these are often shown on a **climate graph**.

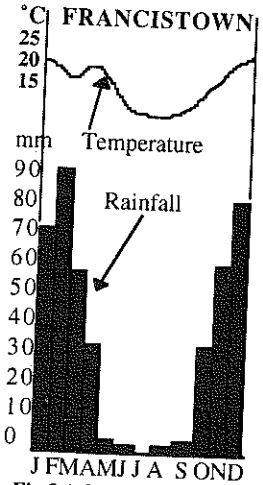
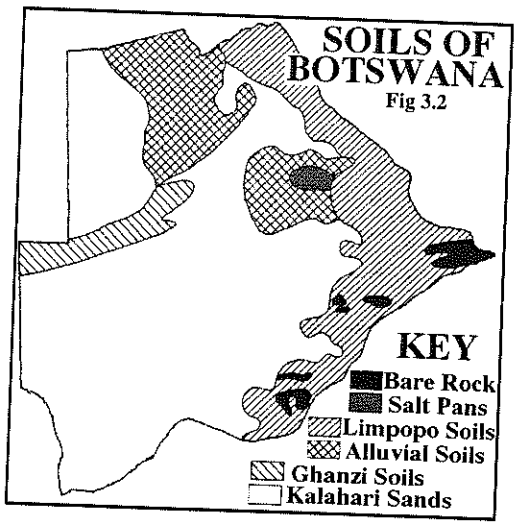


Fig 3.1 Climate Graph

Botswana's climate is known as **semi-arid** because it is usually **hot** and **dry**. Climate is affected by **latitude** (distance from the equator) **altitude** (height above sea level) and **distance** from the sea. Botswana lies on the Tropic of Capricorn ($23^1/_2$°S), it is **landlocked** and far from the sea, and it is over 1000m high. These factors contribute to the hot, dry climate.

Rainfall decreases from north east (650mm per year) to south west (250mm per year). However, around Lobatse rainfall may also be high (550mm/yr), and the eastern area between the Shashe and Limpopo rivers sometimes has less than 350mm per year. The rainy season is usually from October to May.

Temperature also varies over the country. In the North and East the summer temperatures average 25°C, and the winter temperatures average 16°C. The South and West average 27°C in summer, and 12°C in winter. However, the daily **range of temperature** (difference between maximum and minimum) is as high as 48°C, with minimum temperatures of -5°C and maximum temperatures of 43°C.



Soil Types

Soil is made from broken down rock particles and organic matter, but in some parts of Botswana there is little soil. Instead we find bare rocky outcrops called **kopjes**.

Botswana's Vegetation

Natural vegetation refers to the plants which have adapted over a long period of time to the climate and soil found in a particular area.
Botswana has 4 main types of vegetation, although these can be further divided into other types :

Table 3.2 Vegetation Types

Scrub	i) Arid shrub savanna ii) Bush & shrub savanna iii) Tree & bush savanna	i) Southwest especially Kalahari ii) Central and Southwest iii) Central and Southwest
Grass	Grass savanna	Mababe, Makgadikgadi & Lake Ngami
Forest	i) Mophane bushveld ii)Deciduous forest	i) Northeast ii) Chobe district
Swamp	Aquatic grassland	Okavango delta

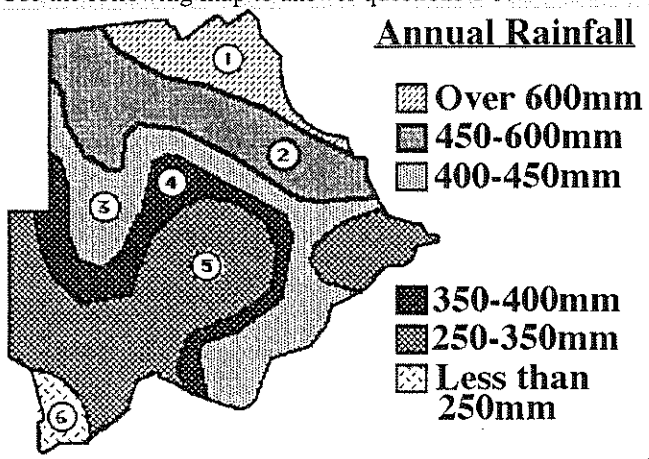
Generally, we can see that areas of highest rainfall have the densest vegetation, especially if the soil is fertile. Towards the Southwest of Botswana, where there is little rainfall and the soil is infertile. There is little vegetation compared to the Northeast, with its high rainfall and rich alluvial and loam soils.

Table 3.3 Characteristics of Botswana's Main Types of Environment

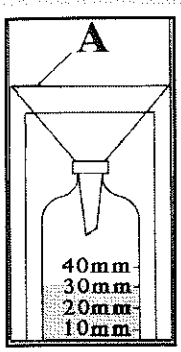
	The Hardveld	Dry Deciduous Forest	The Swamps	Salt Pans	The Desert & Semi desert
Location	Eastern margin	Chobe District	Okavango delta	Makgadikgadi and Mababe depression	Kgalagadi basin
Temperature	13°C in winter and 25°C in summer	16°C in winter and 25°C in summer	Hot and humid 16-25°C	15°C in winter 25°C in summer	10° C in winter 30° C in summer
Rainfall	350 - 550mm per year	550 - 700 mm per year	400 - 600 mm per year	500 mm per year	200 mm to 400 mm per year but unreliable
Soils	Loam soils. Alluvial soils in flood plains	Alluvial soils Silt	Alluvial soils. Fertile with silt deposits.	Salty soils. Partly water-logged	Sandy
Vegetation	Savanna and crops	Thick deciduous forest e.g. bloodwood (mukwa)	Trees and aquatic (water loving) plants e.g. reeds, water lilies	None in the pan but grass grows around the edges	Scrub and shrub savanna. Cacti.
Drainage	Ephemeral (seasonal) rivers e.g. Notwane & Shashe.	Perennial (always flowing) rivers e.g. Chobe	Perennial rivers e.g. Okavango	Streams flow into the depression	Little surface water. Rapid evaporation even after rainfall
Human Activities	High population density. Mixed and freehold farming.	Tourism & timber industries. Limited cattle keeping (tsetse fly).	Fishing & crop production. Tourism. Mats & baskets made from reeds & grass.	Cattle. Sua Pan soda ash made into salt. Tourism.	Ranches for cattle. Goats and a few vegetables where bore-hole water is available

Multiple Choice Questions

Use the following map to answer questions 1-3.



1. The annual rainfall received around Gaborone is
A 450-600mm B 400-450mm
C 350-400mm D 250-350mm
2. The type of vegetation found in Area (1) is
A deciduous forest B mophane bushveld
C aquatic grassland D bush savanna
3. Name the environment found in Area (6)
A Desert B Savanna C Swamp D Forest
4. Botswana's climate can be described as
A hot and wet B cold and dry
C semi-arid D tropical



5. The part of the rain gauge labelled **A** is
A a container B the funnel
C the scale D water

6. How much rain has fallen today?
A 3 mm B 30 mm
C 30 cm D 30 m

7. Climate refers to the average
A weather conditions over a short period of time
B conditions of the atmosphere of a place
C weather conditions of a place over a long period of time
D weather conditions of the atmosphere.
8. Reeds and water lilies in the swamps are described as
A scrub B aquatic C acacia D deciduous
9. Which element of weather is correctly matched with its unit of measurement?
A rainfall - °C B pressure - %
C cloud cover - oktas D windspeed - cardinal points
10. Which of the following are both elements of weather?
A rainfall and soil B temperature and rainfall
C vegetation and soil D temperature and vegetation

Structured and Essay Questions

1a) Describe the climate and soil found in
(i) the swamps (ii) the hardveld
b) If you want to be a successful farmer in which of the environments above would you live?
c) Explain why you would farm there.

2. ***Makgadikgadi Salt Pans.***
This area consists mainly of fossil pans and the famous Baines Baobabs. The edges of the pans are vegetated with edible grass species which attract many grazers and browsers. The southern part of this area consists of salt pans and grass plains which are believed to be remains of an ancient lake.

(Extract from Bajanala Vol. One No. 1 1996)
a) Name 2 types of vegetation mentioned in the passage.
b) Explain why the floor of some of the salt pans is NOT vegetated.
c) List 3 grazers or browsers who live in this environment.
d) Describe 2 human activities taking place in this area.
e) How is the wildlife in this area being preserved?

4 THE ENVIRONMENT AND HUMANITY

Natural resources are all the things found in the environment which can be used by people. There are **renewable** resources like wood, wildlife, water, grass, soil and air. And there are **non-renewable** resources like diamonds, coal and copper. In the past, the environment strongly influenced people's way of life. The **natural resources** found in an area were used for food, clothing and shelter. This gave different ethnic groups distinctive lifestyles or **cultures**.

Table 4.1 Traditional Lifestyles of People in Different Environments (simplified)

	People	Food	Clothing	Shelter	Occupation
Desert	Basarwa	Wild Animals Wild Fruits	Skins	Temporary grass buildings	Hunting & gathering
Hard veld	*Bakalanga, Balete, Bakwena, Bakgatla, Barolong, Bangwato,	Maize, Sorghum, Cattle, Goats, Sheep	Skins, Cotton	3 site system. Permanent in village. Temporary buildings at the lands and cattle-post	Crop production and cattle
Semi-desert	Bakgalakgadi Baherero	Sorghum, Cattle, Milk, Goats	Skins	Wood and mortar buildings	Crops, cattle and hunting
Swamp /Rivers	Bayei, Basubiya, Bambukushu, Batawana	Fish, Crops, Cattle in areas with few tsetsefly	Skins	Reed and mortar dwellings making baskets making clay utensils	Fishing and Crop production making baskets

* Bakalanga have a one site system

Now that people are becoming increasingly urbanised, and have improved means of transport for trade, they are not restricted to a particular way of life. This has increased the **quality of life** of many people, but it has also led to **environmental problems**.

Mismanagement is the careless use of natural resources which can cause destruction of the environment and a shortage of necessary resources for future generations. Although some resources are renewable they must be used with care. Some take time to **regenerate** (grow again) like wood, and others can be **degraded** (lowered in quality) like water or air. The environment is mismanaged in several ways:

1. Depleting non-renewable resources e.g. aluminium or diamonds.
2. Using up renewable resources too fast for them to regenerate e.g. wood or soil.
3. Disrupting natural environmental systems e.g. the water cycle, or the nutrient cycle. People have altered many natural systems, either to serve their own needs, or by mistake. Farming, for example, uses nutrients from the soil but may not give the soil time to regenerate the nutrients (Chapter 20).

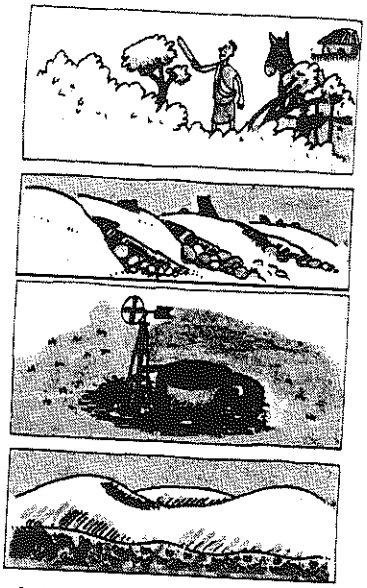
Local Environmental Problems

In most communities we can see signs of **overgrazing**, **deforestation**, **soil erosion** and **littering**. Overgrazing is usually caused by **overstocking**, when too many animals are put in an area. Both overgrazing and deforestation lead to **soil erosion** and **desertification** (expanding deserts) because the vegetation is unable to recover at the speed it is being used.

Global Environmental Problems

These include **deforestation** especially tropical rain forests, **desertification**, **extinction of species** (130/day by the year 2000), **acid rain**, **ozone depletion** and the **greenhouse effect** (global warming)

i) **Deforestation** caused by increased demand for **wood**, for building, fire-wood and carpentry.
ii) **Soil erosion** occurs when rain washes away soil left bare after deforestation.
iii) **Few watering points**: the animals eat all the grass, and dig up the roots with their hooves, so that the grass cannot grow again, even in rainy seasons. iv) These factors causes **desertification** on a local and global scale.



Valuable resources

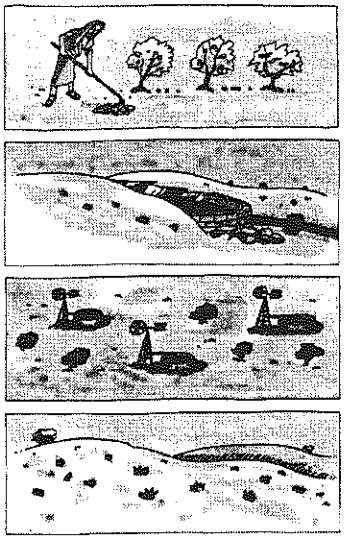
can easily be conserved if individuals become responsible and learn good management practices. This helps the global environment as well as the local area: "Think global, act local".

Table 4.2 Managing Natural Resources

Natural Resource	Damage	Mismanage-ment Practices	Management Practices
Soil	Erosion	Ploughing down slope Overgrazing	Contour Ploughing Reducing cattle numbers
Veget-ation	Deforest-ation	Cutting down trees Veld burning	Afforestation Firebreaks
Air	Pollution	Harmful emissions from factories	Laws against emissions
Alumin-ium	Depletion	Throwing away tins	Recycling Using bottles

Management of the environment means the sustainable use of natural resources so that future generations may also benefit from the natural environment. Examples of good management

practices which can be carried out **locally** are shown below:



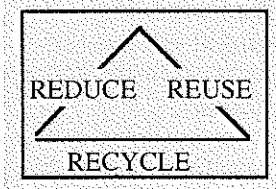
i) **Afforestation**: young, fast growing trees can be planted to provide fuelwood and building materials.
ii) Gullies can be damned to provide small **reservoirs** for crops and animals
iii) Evenly distributed **wells** provide water for cattle and crops.
iv) **Irrigation** improves the pasture and vegetation starts to regenerate, reversing the process of desertification.

Conservation is the careful management of natural resources. It aims to reduce the amount of harm we do to the environment. **National** behaviours which can help to conserve the environment include:

* **National Conservation Strategy** (NCS) which aims to develop sustainable uses of natural resources and establish a balance between the population growth and the supply of resources. It also tries to conserve all main ecosystems, wildlife and cultural resources by protecting endangered species of plants and animals and by controlling the depletion of exhaustible resources (e.g. minerals).
***Tribal Grazing Lands Policy** (TGLP) aims to control overgrazing (Chapter 20).
***Laws** control hunting, pollution and littering.
*Creation of **National Parks**, **Game Reserves** and **Forest Reserves** (see Appendix).
***Tree planting** and **litter campaigns**
***Environmental education** at school and through the media.
***Collect-A-Can** for recycling tins.
***Unleaded petrol** to control air pollution.

Multiple Choice Questions

1. By following this message, we would help to control



A depletion of non-renewable resources
B overgrazing and soil erosion
C extinction of wild animals
D global warming and acid rain

2. Which of the following is NOT caused by littering?
A cattle deaths due to eating poisonous items
B destruction of the beauty of the landscape
C overgrazing and soil erosion
D wasteful use of minerals like tin

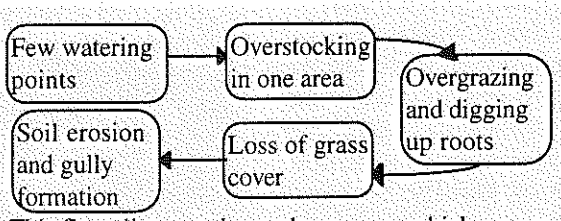
3. Which resources are ALL renewable?
A gold, diamonds, coal B wood, soil, copper
C water, wood, wildlife D wildlife, diamonds, vegetation

4. Which of the following resources is correctly matched with a good management practice?
A grass - overstocking B minerals - recycling
C wood - deforestation D soil - overgrazing

5. Which people did not traditionally keep cattle because of the dangers of tsetsefly?
A Baherero B Basarwa C Bangwato D Bayei

6. Which of the following is an example of good environmental management?
A afforestation B overstocking
C monoculture D overgrazing

7. 'The environment is borrowed from our children, not inherited from our parents'. This means we should
A mismanage resources to improve our quality of life
B use up natural resources to improve our children's quality of life
C encourage sustainable use of resources
D conserve the environment for our children


Few watering points
Overstocking in one area
Overgrazing and digging up roots
Soil erosion and gully formation
Loss of grass cover

8. This flow diagram shows the process which causes
A desertification B littering
C global warming D deforestation

9. Culture used to be closely related to the physical environment because
A people did not want to live in cities
B people used the natural resources found in their area
C of trade and urbanisation
D of the lack of transport to carry natural resources

10. Which government policy is NOT concerned with good environmental management?
A Tribal Grazing Lands Policy
B National Conservation Strategy
C Litter Campaigns
D Financial Assistance Policy

Structured and Essay Questions

1a) Identify two environmental problems in your own area.
b) Describe ways of solving these problems
(i) as an individual
(ii) as the government

2a) Name 2 groups of people living in different environmental zones of Botswana.
b) Describe how their way of life is influenced by the environment in which they are found.
c) Explain why their way of life is now changing.

5 THE FAMILY

Families are the building blocks of society and culture.

A family is a group of people related to one another by blood, marriage, adoption or assimilation. The two most common factors are blood and marriage relationships.

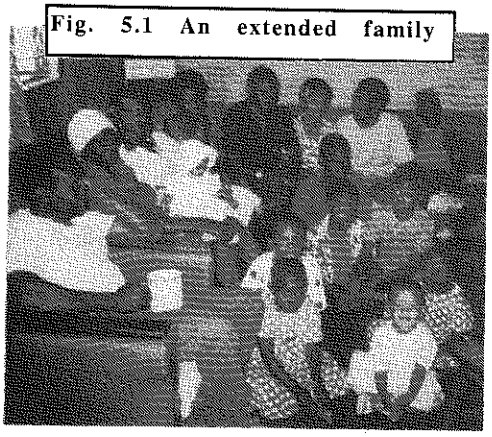
Blood relationships refer to people who are related to one another by birth, being born to the same parents or related parents (uncles, aunts & cousins).

Marriage links not only a husband and wife but also their blood relatives.

Adoption is when a child is raised by parent(s) who are not his/her natural or biological parents. In the past such children were usually adopted by blood relatives. Nowadays it is common for people to legally adopt children who are not related by blood, but who need a home.

Assimilation is when one or more members of one family join another after living with them over a period of time. In the past servants *(malata/batlhanka)* were sometimes assimilated into their master's family.

Fig. 5.1 An extended family



Role of family: A family lives and works together to support its individual members. Individuals in a family are all **interdependent**, i.e. they are responsible for looking out for each other. Raising children is an especially important role of families. In the past families believed in having many children. Today many people prefer to limit the size of their families.

Family Types

There are three types of families : nuclear extended and single.

Nuclear family refers to a family made up of children and their parents.

Extended family refers to a family made up not only of parents and children but also other blood relations such as grandparents, uncles, aunts and cousins. Traditionally, the extended family has been very important in Botswana society. In traditional villages extended family ties are stronger because relatives live together in *makgotla* . In modern towns and cities extended family ties can be weakened by isolation. Most people have both nuclear and extended families.

Single parent households are families in which only one parent (mother/father) is present.

Role of family members: Within a family people have different roles to play based on their relationship with other family members.

Fathers: traditionally, a nuclear family is headed by a father while an extended family is headed by its senior male member who is also looked upon as a father. A father is expected to protect his family and see that its needs are provided for. The father led other males within a family in such activities as hunting, care of livestock and home construction. In more recent times fathers have provided for their families through wage labour.

Mothers: Traditionally mothers were expected to assist their husbands in taking care of the family by carrying out such household duties as cooking, washing and looking after children. Woman also had the primary responsibility for looking after crops.

Children: Traditionally, male and female children had different duties or responsibilities within a family. These differences prepared them for their different roles in life. Boys would assist their fathers in hunting, clearing fields, ploughing and looking after livestock, while girls would assist their mothers in household duties. In this way children learned their expected role in society, a process of **informal education** known as **socialisation.**

Today, both boys and girls also have **formal education** in schools, while looking forward to employment and social opportunities not based on their gender.

Grandfathers: are the traditional heads of extended families, and in the past they could control much of the family's property.

Grandmothers: are traditionally in charge of raising children in an extended family and supervising their **daughters-in-law**.

Paternal uncles: or father's brothers are traditionally expected to assist in the running of a family. If a father is absent his father and/or senior brothers *(bontate-mogolo*), assisted by junior brothers *(borrangwane*) act in his behalf.

Maternal uncles: *(malome)* or mother's brothers were traditionally responsible for looking after their nephews and nieces by arranging for their marriages and burials, while helping to settle family disputes.

Paternal aunts: *(rakgadi*) were traditionally assisted by their nephews, who also have an important role to play in marriage negotiations, being entitled to a share of the ***bogadi***.

Patrilineal: Most communities in Botswana, e.g. Batswana, Bakalanga, are patrilineal, meaning that at marriage a woman joins her husband's people. Children thus commonly take the **surname** of their father. In patrilineal societies most family property is also traditionally inherited by the male members of the family, with preference being given to first born sons.

Matrilineal: In the past, some communities like the Basubiya (or Bekuhane) of the Chobe region

inherited their property and social position through their maternal relatives.

Gender relations: or the relationship between males and females within families have been changing. Today, many woman as well as men are working for wages. The pressure of modern society and demands for **gender equality** have led many couples to look upon marriage as an **equal partnership** rather than a relationship where the wife is subordinate to the husband.

Single parent female headed households are now quite common. In such families the mother must perform the role of both parents. Households with a father but no mother, due to death or **divorce**, are less common but exist.

Causes of family conflict:

In any human grouping there are occasional conflicts. Most families are able to resolve their conflicts through **tolerance** and working together. Some families, however, suffer or even break-up over such problems as:

* **Alcohol abuse** which breeds violence and poverty.
* **Physical abuse** e.g. husbands beating wives or parents excessively beating children.
* Other forms of **child abuse**, including **sexual abuse.**
* **Jealousy** *(lefufa)*
* **Adultery** or unfaithfulness, when married couples seek lovers outside of their family.
* **Property disputes** over such things as the division of land within families.

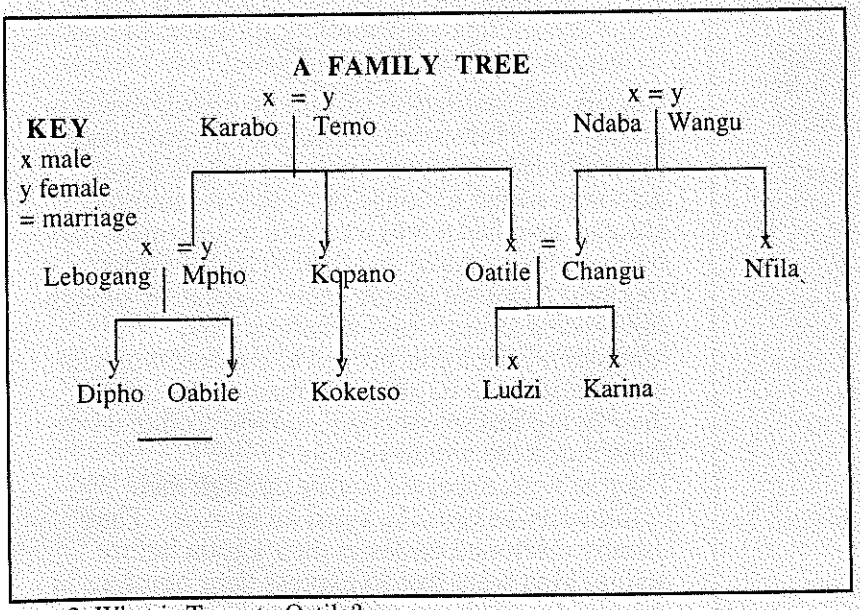
Conflict within a family is the responsibility of all its members. Within extended families both one paternal and maternal relatives can work together to resolve disputes. Nowadays, some couples also go to marriage counsellors, social workers and other professionals to help them with problems.

Multiple Choice Questions

1. At 14 years Modiri, who is not related to Mr. Bahumi comes to work for him. After a number of years he is treated like Mr. Bahumi's son and even uses Mr. Bahumi's ward for his marriage. Modiri became a family member through
A blood B marriage
C assimilation D adoption

2. Which of the following communities was once matrilineal?
A Bangwato B Bakalanga
C Basubiya D Bakwena

Use the diagram below to answer Questions 3-5



3. What is Temo to Oatile?
A aunt B grandmother C mother D cousin

4. What is Changu to Karabo?
A daughter-in-law B grandmother
C daughter D niece

5. What is Dipho to Karina?
A niece B sister -in-law C aunt D cousin

6. What type of family is reflected in the family tree below?
A paternal B nuclear C single-headed D extended

7. In patrilineal societies children inherit their surname through their
A maternal uncle B father C mother D chief

8. Gender equality means that
A woman should follow the lead of men
B men should follow the lead of woman
C fathers should be equal to uncles
D men and woman should have the same opportunities

9. Which of the following is an example of interdependence?
A father clears a field, mother watches over the crops
B children find jobs to support themselves
C both parents have their own motor vehicles
D a family donates its old cloths to the needy

10. A nuclear family is made up of
A parents, aunts and uncles
B aunts, children and mothers
C mothers, fathers and children
D fathers, grandfathers and sons

Structured and Essay Questions

1 a) Look at the family tree opposite and answer the questions below:
(i) Briefly describe Nfila's relationship and traditional responsibilities to Ludzi.
(ii) Traditionally, Oatile's family should pay *bogadi* to?
(iii) If Kopano moves into a flat away from her parents what type of family unit would she have? What are some of the difficulties she might encounter?
(iv) List the four ways in which people can be related to one another as a family. Which of these apply in the diagram opposite?

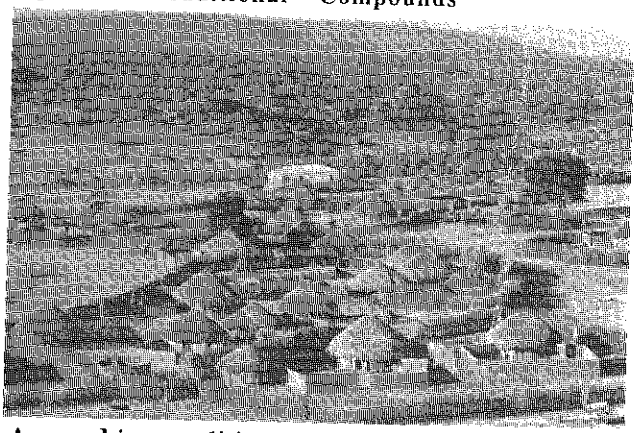
2. Construct a 'family tree' for your own family structure. (Use the same style as the 'tree' on this page).

3. Describe the roles of fathers, mothers, maternal uncles and paternal aunts within a traditional Batswana family.

6 WIDER COMMUNITIES

Settlements in Botswana are divided into two groups: urban and rural centres.
Urban centres refer to settlements that are not based on agricultural activities, e.g. Gaborone, Francistown, Orapa, Jwaneng, Selebi-Phikwe.
Rural centres are settlements based on agriculture. Almost all traditional villages *(metse)* e.g. Kanye, Shoshong, Tutume, are rural settlements, though some are becoming "urbanised" as fewer and fewer people within them engage in agricultural activities. In villages like Mochudi and Molepolole, most people no longer rely on agriculture only.
Dispersed settlements, such as people living at their lands *(masimo)* and cattle posts *(meraka)* is another type of rural centre.
Setswana speakers have long lived in large villages while spending part of their time at the lands and cattle posts.
A typical Setswana village is divided into **wards**, which in turn are divided into groupings of **extended families** (see chapter 6).

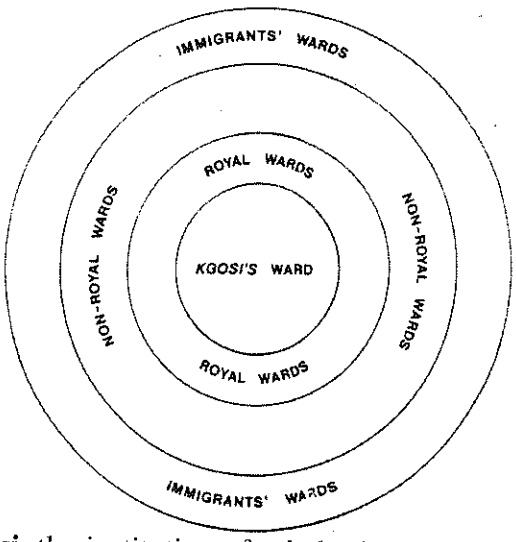
Fig. 7.1 Traditional Compounds



A ward is a traditional unit of local government and social co-operation. Most traditional villages in Botswana are subdivided into wards and sub-wards. A ward usually consists of families who are related to one another and other people who have been assimilated into the ward. The head of a ward is its *kgosana* or **headman**. At the centre of each ward is a **kgotla** where the kgosana traditionally met with other male members of the ward to discuss matters and settle disputes. Such councils are called *lekgotla.*
Members of a ward cooperate in many ways. One traditional form of economic and social co-operation is *molaletsa*, in which ward members assist one another in such tasks as ploughing, weeding and house building. Another form of economic co-operation is *majako,* through which less successful farmers help more successful farmers for a share of the harvest. *Mafisa,* or the loaning of cattle by large livestock holders is another form of economic co-operation. The owner benefits from having others look after his beasts while those who receive *mafisa* get to use the beasts, and were usually rewarded with a calf, kid (baby goat) or lamb after a period of time. A more modern form of economic co-operation is *motshelo*, in which ward members make money by joining together to prepare and sell food and drink at a members house.

Kgosing, the kgosi's ward, is at the centre of a village. It is here where his kgotla or court is located. In the past, each **kgosi** (often translated as chief or king) was expected to relocate his people to a new site, but in more recent times villages have become permanent.
Next to kgosing in a traditional village were the wards of his most trusted advisors, who would include both his royal relatives and non-relatives. Ward of immigrant families and groups would usually be located on the outskirts of a village.

Fig.7.2 Traditional Setswana settlement pattern



Bogosi, the institution of rule by kgosi, remains important to Batswana. In the past dikgosi made and enforced laws and otherwise led all social activities within a village or larger community. Dikgosi also had a religious role as intermediaries between their people and their dead ancestors *(badimo)*. Before people came together to plough *(letsema/matsema)* and at harvest time *(dikgafela)* the kgosi prayed to the *badimo,* who were believed to be able to influence the lives of their living descendants e.g.*badimo* could assure them that there would be rain.
Dikgosi were expected to rule through their community-ie.*kgosi ke kgosi ka morafe.* They usually discussed issues in their kgotla before acting. Men were free to express their opinions at the kgotla, whose **consensus**, a common view or general agreement of opinion, guided the kgosi. This freedom is expressed in such sayings as: *mafoko a kgotla a mantle otlhe* and *mmualebe o bua la gagwe*, which mean that all opinions should be tolerated. Thus the **democratic** values

of the kgotla pre-date the introduction of the modern ideas of constitutional government.

Changing role of Bogosi:
The introduction of Christianity and actions by the both the colonial and post-colonial governments have reduced the powers of dikgosi. Today politicians and political parties compete in one person one vote elections for the political authority that was once inherited by dikgosi.
Since the 1968 Land Act dikgosi, along with dikgosana, no longer have the power and responsibility of allocating communal (tribal) land. This is now done by Land Boards.
Many community development projects today are initiated by Village Development Committees (VDC's), rather than dikgosi.

There are other institutions that are also involved in community development these days. In the past, dikgosi initiated *(bogwera/ bojale*) age regiments *(mephato)* to carry out public works. Today people contribute to their community's economic and educational development by joining such bodies as **Co-operative Societies, Rural Development Associations, Parent Teacher Associations (PTA's)** etc. **Non Governmental Organisations (NGOs)** such as the **Red Cross** also work in local communities, assisting government in providing **social services** e.g. the **Cheshire Foundation** also provides special care and training for the disabled people in the community. Both traditional and modern forms of co-operation reflect such long-term values or virtues as *kagisano* or social harmony, which is maintained through **tolerance** and mutual respect. *Ipelegeng* (help yourselves), means people should be self-reliant *'Mokodue, go tsosiwa yo o itsosang* ' (even a weak cow can raise itself up) is a Setswana **proverb** meaning you can only help someone who tries.

Customary courts
One important traditional role of dikgosi and their dikgosana that continues to this day is the trying of cases in accordance with customary law in the kgotla.
The Customary Court of Appeal is the highest customary court. It hears appeals from all over the country.

Multiple Choice Questions

1. After independence the government believed in:
A restoring the powers of dikgosi which had been lost during the colonial era
B abolishing the bogosi
C reducing the powers of the bogosi
D making dikgosi responsible for allocating land
2. Thanking the ancestors after a good year's harvest is known as
A letsholo B dikgafela
C molaletsa D letsema
3. A traditional institution of community development is
A mephato B village development committees
C co-operatives D kagisano
4. The changing role of bogosi is reflected LEAST in the existence of
A Political parties B Land board
C Customary courts D Parent Teacher Associations
5. Large rural villages are said to be urbanising when they
A get electricity B become dispersed settlements
C become less dependent on agriculture
D establish Village Development Committees
6. Before colonial rule dikgosi were responsible for all of the following EXCEPT
A initiating mephato B praying to ancestors
C collecting hut tax D calling people together for ploughing
7. Consensus is best described as the:
A opinion of the majority of a community
B views of the most educated people in the community
C opinion of a kgosi
D opinion acceptable to most members of a community
8. Dikgosi traditionally succeeded their fathers, this is an example of
A democracy B inheritance
C initiation D self-help
9. The following are traditional forms of co-operation at the ward level EXCEPT:
A molaletsa B mafisa
C majako D mephato
10. When people come together to plough it is called
A letsema B dikgafela
C mafisa D motshelo

Structured and Essay Questions

1. Briefly describe THREE examples of traditional and non-traditional co-operation within a rural settlement. Indicate if the forms of cooperation are economic, social and/or political.

2. Describe FIVE duties and/or privileges of a kgosi in the past. Which ones are important to bogosi today?

3. Describe FOUR changes which have occured in rural villages since independence. What do you think is good and/or bad about these changes?

7 EARLY HUMANS

Human Evolution

Human beings have not always existed. To scientists humans probably developed or **evolved** out of earlier **hominids** (human like creatures) over a long time. This process is known as **human evolution-**a different view from **creationist** beliefs concerning the beginnings of humans and other animals.
The **theory of Evolution** was developed by Charles Darwin (1809-82) who argued that animals evolve by adapting to their environment. For example the long necks of giraffes allow them to eat the leaves of tall trees, while looking out for predators. Darwin believed that evolution is driven by a process of **natural selection** which assures **survival of the fittest** e.g. long necked giraffes are more likely to survive then short necked ones.
Early hominid bones are evidence of human evolution. **Archaeologists** have found many such bones, especially in Africa, which show that early hominids were less evolved than modern humans. They can date bones and other objects through various chemical tests
Carbon 14 dating allows archaeological remains of the last 50,000 years to be dated with an accuracy of about 150 years.

Some early hominids:

Australopithecus (southern ape) was an early type of hominid. Its bones have been found throughout Eastern and Southern Africa, suggesting that human evolution began in the African savanna. The first Australopithecus fossil, a child's skull, was found in **Taung**, South Africa. Australopithecus was similar to both apes and humans. It walked upright, but stooped more than humans. Its brain was larger than that of an ape but only a third human size. It lived between 1.5 and 4 million years ago.
Homo habilis (Homo= person, habilis= handy) skulls were found in the 1960's at **Olduvi** gorge near Lake Turkana, East Africa. They were more advanced than Australopithecus. They are believed to be the ancestors of modern humans. Homo Habilis lived alongside Australopithecus between 1.5 and 2.5 million years ago. They made **early stone age** tools. Examples of these tools found at Olduvi are known as **Olduwan** tools.

Homo erectus (upright person) skeletons were also first found at Olduvi. Homo Erectus lived between 300 thousand and 1.5 million years ago.

Neanderthals lived from 120 to about 30000 thousand years ago are among the earliest true humans the **Homo sapiens** (wise person). Features such as sloping foreheads separate them from modern humans. Their brains were as big as modern humans. Another more advanced form of Homo sapiens "Kibish man" lived in Africa at the same time. Neanderthals lived throughout much of Asia, Europe and possibly North Africa. Some lived in caves which they decorated with rock art. They used fire and made **middle stone age** tools.

Modern Homo sapiens: All modern humans belong to this grouping, which appeared about 40000 years ago. The arrival of modern Homo Sapiens coincided with the appearance of the **late stone age** followed by the **iron age**.

Human evolution :

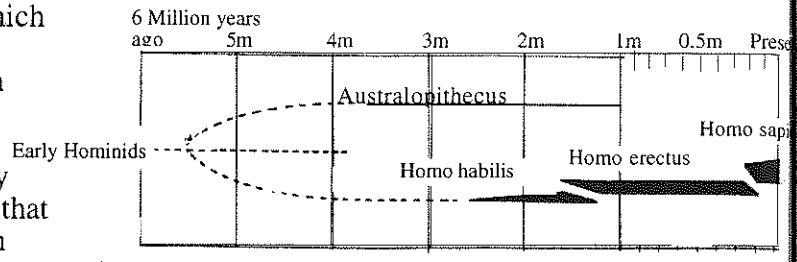


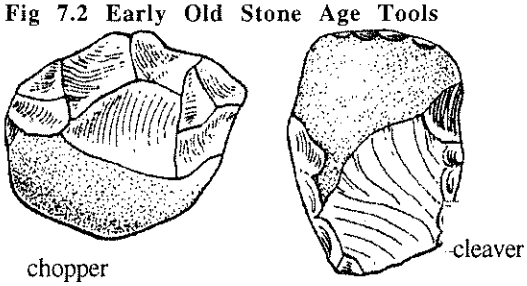
Fig. 7.1 Time chart to Human evolution over the past six million years

Humans, along with earlier, now extinct hominids, are **primate mammals**. Apes and monkeys are also primates and are thus our closest relatives in the animal kingdom.

Stone Age Technology

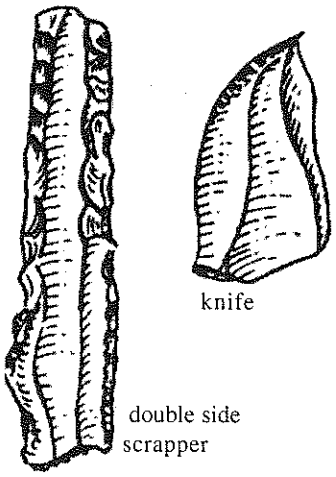
Humans are different from other animals in that we make and use a wide range of tools. The earliest tools were made out stone, wood & bone. When humans and their hominid ancestors relied on stone tools they were living in a **Stone Age**. During the stone age all humans and their hominid ancestors survived by hunting animals and gathering wild fruits and vegetables.
Over time stone tools became more advanced. The Stone Age is divided in the early, middle and late periods.

Fig 7.2 Early Old Stone Age Tools



Early stone age from about 2 million years ago.
Middle stone age from about 200 thousand years ago.
Late stone age from 40000 years ago.

Fig. 7.3 Middle Stone Age Tools



Four basic types of stone tools are: core tools, flake tools, blade tools and microliths.

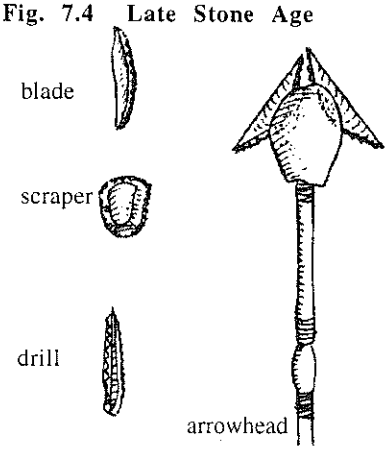
Core tool: A rock from which flakes have been chipped. Found in the early, middle and late periods. Often used as diggers or hand axes for chopping.

Flake tool: Made from flakes chipped from a core. Found in early, middle and late periods. Often used as cutters and spear heads.

Blade tool: A two edged tool. Found in middle and late periods. Used as knives.

Microliths: Small sharpened stones that were used for such things as arrow heads. Found in late stone age.

Fig. 7.4 Late Stone Age



Iron Age Technology began in the Middle East about 7000 years ago. By 300 AD iron tools were being used in southern Africa. The southward migration of **Bantu speaking peoples** is believed to have spread iron age technology. Possibly originating in Cameroon, Bantu developed a way of life that combined mining and smelting iron and copper with growing crops and livestock keeping.
The introduction of iron axes and hoes allowed people to clear land to grow crops. This in turn allowed people to settle in one place. Before the iron age most people were nomadic hunter-gatherers. After the introduction of iron age agricultural practices some people still lived as **hunter gatherers**. This way of life was associated with the **Basarwa** or **Khoesan speaking** people of the Kgalagadi.
The Iron Age is divided into early & late stages, with the late iron age societies being more advanced. Both the early and late iron ages started at different times in different places.

Multiple Choice Questions

1. The following are examples of hominids EXCEPT
A Australopithecus B Chimpanzee
C Homo Erectus D modern humans
2. The following are examples of middle stone age tools EXCEPT
A Blade tools B Core tools
C Microliths D Flake tools
3. The earliest ancestors of modern humans are believed to have originated in
A Europe and north Africa B the Middle East
C Cameroon D Southern and Eastern Africa
4. The iron age is believed to have spread to Southern Africa
A by Neanderthals B during the colonial era
C through Bantu migrations D about 7000 years ago
5. Evidence of early hominids has been primarily discovered by
A Charles Darwin B Stone age people
C Chemists D Archaeologists
6. Early hominids at places like Olduvi survived by
A Stealing B Fishing
C Hunting D Migrating to Cameroon
7. Carbon 14 testing can be used to date objects used by
A Australopithicus B Homo Habilis
C Homo Erectus D Neanderthals
8. The LEAST close relative of modern humans is:
A Australopithecus B Homo Habilis
C Homo Erectus D Homo Sapiens
9. The following would describe the lifestyle of Homo Erectus EXCEPT:
A used core tools B hunted animals
C kept livestock D gathered wild fruits.
10. Khoesan people in the Kgalagadi lived as hunter gatherers
A during the iron age
B after they migrated from Cameroon
C while settling in one place
D while growing crops

Structured and Essay Questions

1a) Identify two hominids that may be ancestors of modern humans.
b) Which of these ancestors would have used blade tools?
c) Where was the earliest evidence of Australopithicus found?
d) Which two types of early hominids coexisted for over a million years?

2. Describe four changes that occurred between the Early and Late Stone Age in human development.

3. Which type of stone tools were used by Homo habilis?
b) When did modern Homo sapiens appear on earth?
c) Which people are likely to have kept livestock in Botswana around 200 BC?
d) Suggest a date when archaeologists suspect that Bantu farmers migrated into Southern Africa?

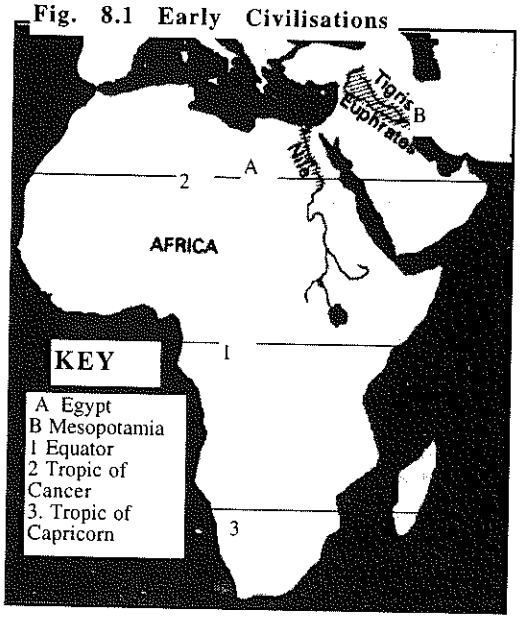
8 IRON AGE CIVILISATIONS

The introduction of iron age tools e.g. the hoe and axe allowed people to grow crops and stay in one place. They found new ways to organise their lives so that they could live together in peace and develop economically. This more developed way of living is called **civilisation**.

The earliest civilisations appeared along large rivers which provided:
* sufficient water for crops through irrigation.
* transport by boat between settlements.

Civilisation began at different times in different places. Some early civilisations:

Fig. 8.1 Early Civilisations



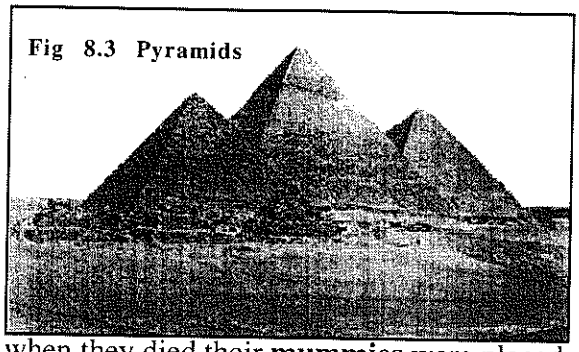
* **Egyptian civilisation** along the Nile river gave rise to a centralised kingdom in 3200 BC
* **Mesopotamian civilisation** along the Tigris and Euphrates rivers of Iraq gave rise to the Akkad kingdom in 2331 BC
* **Indian civilisation** began along the Indus and later Ganges rivers of modern India and Pakistan from 2500 BC
* **Chinese civilisation** began along the Yellow (Huang) and Yangtze rivers giving rise to the first China empire in 1500 BC
* **Zimbabwean civilisation** emerged south of the Zambesi river from 500 AD. By the thirteenth century it flourished at **Great Zimbabwe**

Ancient Egyptian Civilisation

From its emergence as a united kingdom in 3100 BC until its conquest by the Romans in 30 BC, Egyptian civilisation existed under a long line of kings known as the **Pharaohs**. Ancient Egyptians also worshipped many gods such as **Osirus**, the god of death, **Isis**, goddess of life, and **Anubis** the jackal headed god of resurrection, or life after death. So the dead would live again, they preserved their dead bodies through a process known as **mummification**. The Pharaohs ruled as all powerful or **absolute monarchs**. Pharaohs lived in great palaces and

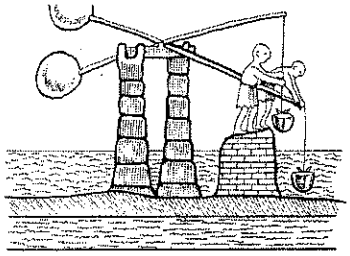
Fig. 8.2 Pharaoh Menes (Narmer). He united Upper and Lower Egypt.

Fig 8.3 Pyramids



when they died their **mummies** were placed in tombs.

Fig. 8.4 Irrigating using a shaduf on the Nile river



* The most famous royal tombs were the **pyramids**, built 2680-2565 BC. Later tombs were built in the sides of cliffs. Egyptian builders mainly used bricks.
* Walls were often decorated with drawings and **hieroglyphics**, the Egyptian form of writing.
* The Egyptians also wrote on paper, which they made out of papyrus reeds.

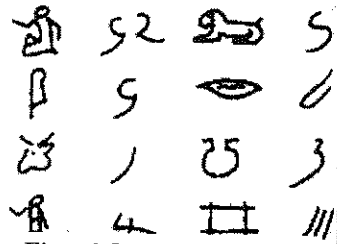


Fig 6.5 Hieroglyphics

* Egyptians were advanced in mathematics and built schools, such as the academy at Luxor.
* Egyptians, developed **five basic machines:** the lever, pulley, axle, wheel and inclined plane.

The **Mesopotamian Civilisation** was located on the **Tigris** and **Euphrates** rivers of Iraq. The area between these rivers was the centre of Mesopotamian civilisation. Much of Mesopotamia is flat, making it vulnerable to flooding.

Mesopotamians used a form of writing known as **cuneiform** and built great temples known as **ziggurats**, which show a great knowledge of mathematics. They had **libraries** and **schools** where they kept writings, such as **The Gilgamesh Epic**, which people still read today. They worshipped many gods such as **Enil**, king of gods, **Enki**, god of wisdom, **Ishtar**, goddess of fertility and **Nammu**, the goddess of water.

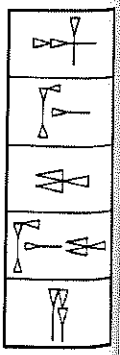
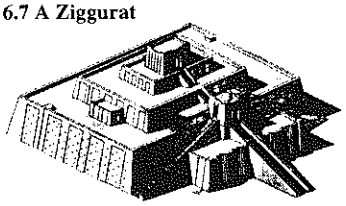


Fig. 8.6 Cunieform writing

While most Mesopotamians were farmers, some specialised in such activities as construction, shipbuilding, textiles and metal working.

The earliest Mesopotamian civilisation was that of the **Sumerians** who lived in **city-states** such as **Ur** and **Erech**. In 2331 BC the Semitic speaking **Akkadians** under **Sargon** established a kingdom

Fig 6.7 A Ziggurat



in Mesopotamia. In 2100 BC the Akkadians and Sumerians were united as the first **Babylonian empire** under **Hammurabi**. Hammurabi made a **code of laws.** Babylonian society was divided between **slaves** ***(wardum)*, commoners** ***(muskenum)***, who ploughed other peoples land or acted as servants, and **landowners** ***(awilum)***, who were the elite.

Iron Age Civilisation in Botswana and South Africa

Archaeological evidence shows that the iron age had arrived in Botswana and South Africa by 350 AD. Early iron age sites also contain pottery remains and other evidence of the beginnings of settlement and arable agriculture.

Some Iron Age sites:

* **Broederstroom:** This site is in Gauteng, South Africa. It contains pottery and other objects dated 350-600 AD. Similar pottery has also been found in south-eastern Botswana, near such places as Lobatse and Molepolole.

* **Broadhurst (northern Gaborone):** Remains at this and similar sites in south-eastern Botswana date from 6-700 AD. Most of these sites were small villages, often located on hilltops such as Moritsane hill near Gabane. The remains of cattle kraals and granaries as well as pottery, iron and copper objects, shells and Indian glass beads have been found at these sites. Imported beads are evidence of long distance trade. Some archaeologists believe that these 'Broadhurst settlements' were occupied by the ancestors of modern **Sotho-Tswana** peoples.

* **Toutswemogala (hill north of Palapye):** Remains have been found at this and similar sites throughout the Central District dating from 650 AD. By 1050 AD Toutswe and other sites such as Sung near Shoshong and Bosutswe had grown into large, late iron age settlements. Different types of housing and other objects at these sites suggest the existence of a **social hierarchy** in which a few rich people became chiefs and headmen. Toutswe peoples were rich in cattle and traded across long distances. Toutswe culture can be described as a **civilisation.**

* **Gokomere**: This site is in Zimbabwe, but sites with similar pottery and objects have been found in north-eastern Botswana. Their objects date from 500 AD. Gokemere communities kept cattle, goats and sheep, grew crops such as millet, beans and melons, and smelted copper as well as iron. They were the ancestors of modern **Shona speakers**, including **Bakalanga**, who later built such places as great Zimbabwe.

* **Great Zimbabwe:** The largest example of a late iron age Zimbabwean settlement, it was the centre of a great civilisation between 1250 and 1450 AD. Similar stone walled settlements exist throughout Zimbabwe and north-eastern Botswana. These centres formed parts of kingdoms that lasted until the 1800s.

Multiple Choice Questions

1. The following are examples of iron age sites EXCEPT
A Olduvi B Broadhurst C Toutswe D Luxor
2. Menes is the Pharaohs of Egypt who
A lived in pyramids
B invented heiroglyphics
C was descended from Hammurabi
D united upper and lower Egypt
3. The Sumerians & Akkadians were united by
A Hammurabi B Gilgamesh C Babylon D Sargon
4. The following is true of the ancient Egyptians EXCEPT they
A believed in life after death
B had many gods
C wrote in cuneiform
D built schools.
5. The people at Toutswemogala were a cizilisation because
A they had many gods
B we still read their poems
C they lived in late iron age settlements
D their pottery is similar to that of Zimbabwe.
6. Glass beads found by archaeologists at Broadhurst are evidence of
A trade with India
B the presence of Sotho-Tswana speakers
C the use of iron tools
D that people lived on hilltops
7. Indian civilization began along the
A Tigris and Euphrates rivers
B Euphrates and Ganges rivers
C the Indus and Ganges rivers
D eastern border of China
8. Broederstroom style pottery has been found throughout
A Southern Africa
B Ngamiland only
C in south eastern Botswana
D in the Great Zimbabwe
9. Egyptians preserved dead bodies through mummification because they
A had no place to bury them
B believed in life after death
C thought they were gods
D scared away thieves
10. The ancestors of the Bakalanga are most closely associated with
A Gokomere B Broederstroom
C Luxor D Gilgamesh

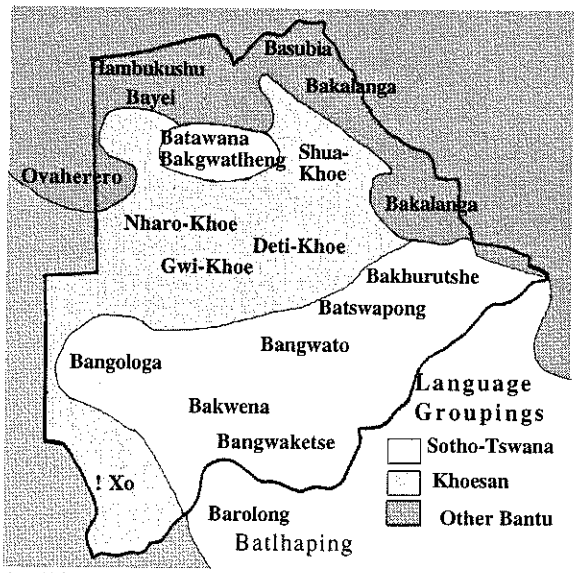
Structured and Essay Questions

1. a) Identify, and describe, at least four characteristics of early Egyptian and Mesopotamian civilisations.
b) Why did the Mesopotamians fear the goddess Nammu?
c) Which god was said to look after schools and libraries?
d) Which Egyptian was associated with mummification?

2. a) Name THREE early iron age civilisations that were located in Asia.
b) Describe THREE early iron age archaeological sites in Southern Africa

9 PEOPLES & SETTLEMENT TO 1800 AND DIFAQANE

By 1800 Botswana was already occupied by many ethnic groups who spoke either **Khoesan** or **Bantu** languages. The Bantu languages are divided into sub-families of more closely related languages, such as **Sotho-Tswana** languages. The distribution of languages and ethnic groups in Botswana by 1800 is shown on the map opposite.



Khoesan speakers or **Basarwa** belong to different groups such as !Xo, Zhu and Nharo-Khoe. These groups speak different Khoesan languages. In the past, many Basarwa,, especially those living in the western Kgalagadi, relied on hunting and gathering. Some Khoesan have also long kept livestock. Khoesan speakers are the earliest known inhabitants of Botswana.
Khoe are a subgroup of Khoesan speakers who are believed to have originated in Botswana from where they spread to Namibia and South Africa. Archaeological evidence shows that they began keeping livestock two thousand years ago.
San is commonly used to describe Khoesan speakers who do not keep livestock, relying on hunting and gathering.

Bantu speakers include such peoples as Bakalanga, Batswana, Basubia and Baherero.
Sotho-Tswana speakers: This sub-grouping of Bantu languages includes Setswana groups *(merafe)* such as the Bangwato, Bakgatla and Bakaa, along with such others as Babirwa, Batswapong and Bangologa.. These languages are **mutually intelligible**, meaning that speakers of these languages can usually understand one another. Other Sotho-Tswana languages include **Northern** and **Southern Sesotho**. Thus **Setswana** speakers can usually understand Sesotho and Sepedi speakers.
Another Sotho-Tswana language is **Sekgalagadi**. It is spoken by groups like the Bangologa, Babolaongwe, Bashaga, Bakgwatlheng and Baphaleng, who together are known as Bakgalagadi.

Batswana and Bakgalagadi traditionally traced their origins to the **Myth of Matsieng.** Matsieng was the first man. In the beginning he was trapped underground, where he was the prisoner of **Tintibane,** the god of the underworld. A spirit named **Lowe**, who had just one side with one eye, leg, and arm helped Matsieng escape through a passage. There are several Lowe's or Matsieng's caves, including one near Mochudi, from where Matsieng is said to have emerged.

The Difaqane
The early decades of the 19th century were a period of destructive migrations and warfare throughout much of Central, Eastern and Southern Africa, including Botswana. This time of disturbance is known as the **Difaqane** or **Mfecane**.

The Origins of Difaqane can be traced to the **Nguni** peoples of **Natal**. By the beginning of the 1800s **increased population** may have led to **overcrowding** causing **competition** for control of fertile **farm lands, pastures, hunting grounds,** and **trade routes.** Competition was increased by severe **drought**. Ivory and slave trading in southern Mozambique and along the Orange river in South Africa also contributed to the tumult, as well as **ambitious rulers** like Zwide, Sobhuza, Dingiswayo, Shaka and Mzilikazi.

Difaqane in Natal

- By 1815 the Nguni had formed three **kingdoms:**
- **Zwide's Ndwandwe** kingdom
- **Sobhuza's Ngwane**
- **Dingaswayo's Mthethwa**
- Wars between the three kingdoms and smaller groups like the **Matiwane's Ngwane** and **Mzilikazi's** Khumalo (later **Amandebele**) spread destruction.
- In 1816 Matiwane and Sobhuza were expelled from Natal by Zwide. Sobhuza founded the new kingdom of **Swaziland.**
- In 1818 Zwide defeated the Mthethwa, killing Dingiswayo.
- In 1819 Zwide was challenged by **Shaka** who had been under Dingiswayo. He reunited the Mthethwa and their former subject groups as the **Zulu kingdom.**
- After defeating Zwide, Shaka was able to rule all of Natal until his death in 1828.
- In 1821 Mzilakazi fled Natal after failing to pay tribute to Shaka. He then built up a powerful **Amandebele kingdom** by conquering Sotho-Tswana peoples.

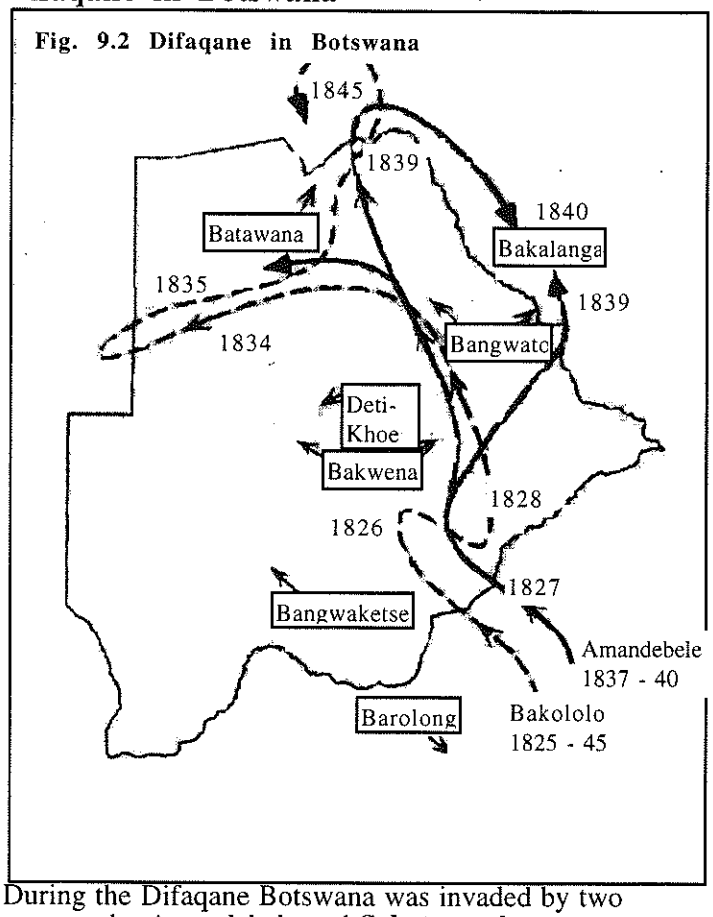
- Other **refugee groups** such as those of Matiwane and Mpangazita's **Hlubi** also attacked the Sotho-Tswana. **Moshoeshoe** built up the **Basotho kingdom (Lesotho)** by protecting people from these attacks.

Military tactics
During the Difaqane Shaka and other Nguni rulers perfected new methods of fighting using permanent or **standing armies**. These armies used the "ox-head" or "cow horn" formation. Zulu and Amandebele warriors fought with the **short stabbing spear** or **assegai** and **long shield.** Shaka's warriors fought barefooted.

State building- the Zulu, Amandebele and others built up strong **military states** by capturing women and children from other groups. Captured boys would be trained as warriors. Woman and girls grew crops.

Difaqane in Botswana

Fig. 9.2 Difaqane in Botswana



During the Difaqane Botswana was invaded by two groups: the Amandebele and **Sebetwane's Bakololo**.

Bakololo were Sotho-Tswana refugees from the Free State.

* They invaded Botswana in 1825 defeating Bangwaketse and Bakwena at **Losabanyana**, which resulted in the death of the Bangwaketse Kgosi **Makaba II**.
* Makaba's son, **Sebego**, defeated the Bakololo in the August 1826 at **Dithubaruba**. In this battle two European traders helped the Bangwaketse with **firearms**.
* Sebetwane then moved north fighting such groups as the Bangwato, Batawana and Deti-Khoe before being defeated by Baherero in Namibia.
* From 1840 the Bakololo settled along the Chobe and Zambesi rivers building up a kingdom. As a result the **Silozi (Serotse)** language of western Zambia and Caprivi is Sotho-Tswana.

Amandebele

* Began raiding Botswana in 1834. One group of raiders was defeated by **Sebego** at **Dutlwe**.
* After being defeated by an alliance of **Boers**, **Griqua** and **Barolong**, the Amandebele left South Africa in November 1837, migrating through Botswana before establishing a new kingdom in western Zimbabwe from 1840.
* The Amandebele continued to raid Botswana for many years but were often defeated because the Batswana obtained firearms from traders.

Effects of the Difaqane

* Batswana lost lives and property. Many woman and children were captured by the Bakololo and Amandebele.
* Strong dikgosi such as **Kgari** and **Sekgoma I** of Bangwato, **Sechele I** of Bakwena and **Sebego** emerged resisting the invaders. These rulers built up **defensive states** by granting protection to refugees. Kgari organised the **Kgamelo system** of loaning cattle to strengthen his authority.
* During the Difaqane Batswana learned the value of firearms, which they began to obtain from **traders.** This helped them to resist later Boer invasions.

Multiple Choice Questions

1. Which best describes the Difaqane or Mfecane?
A Inter-tribal wars in Southern Africa
B Inter-tribal wars in South Africa
C Wars between the Boers and Africans
D War between the Boers and British

2. Which one describes the way of life of Sotho-Tswana around 1800?
A belief in Christianity B cattle rearing only
C herding and farming D hunting and herding

3. A common language spoken in North-western Botswana.
A Sesotho B Sebirwa C Seyei D Sindebele

4. Which of the following people originated in Natal?
A Bakololo B Amaxhosa C Amandebele D Basotho

5. The Zulu Kingdom grew because
A they acquired guns from traders
B the effective leadership of Shaka
C they defeated the Ngwane
D of Shaka's diplomatic relations

6. Which of the following groups fought the Bakololo?
A Boers B Zulu C Bangwaketse D Bakalanga

7 The Difaqane was especially destructive because
A the Boers had guns
B many groups paid tribute to Shaka
C many groups attacked one another
D it was a time of drought

8. One of the effects of the Difaqane on Botswana was the
A gaining of territory D emergence of strong dikgosi
B building of military towns C stopping initiation schools

9. "San" is commonly used to describe Khoesan who
A keep livestock B live in South Africa
C speak Bantu D rely on hunting & gathering

10. According to Setswana mythology *Matsieng* was:
A a one eyed spirit B a Khoesan leader
C the first Motswana D the ruler of Great Zimbabwe

Structured and Essay Questions

1a. Mzilakazi fled Natal from which ruler?
b) His people were originally known by what name?
c) Between 1837 and 1840, Mzilakazi's warriors invaded which modern country? Who did they attack in 1840?

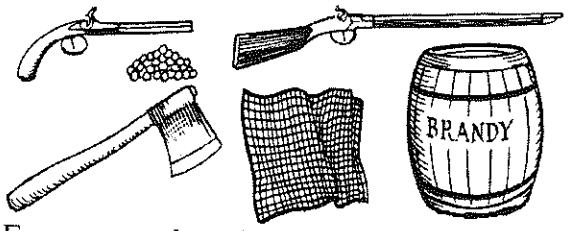
2. Describe differences in the ways of life commonly practised by Khoesan and Bantu speakers before 1800?

3. Discuss five effects of the Difaqane on the lives of the Batswana.

10 THE COMING OF EUROPEANS

In the 1840s, with the end of Difaqane, increasing numbers of Europeans visited Botswana. Before the start of colonial rule in 1885 three types of Europeans had a major impact on Batswana: **traders, missionaries** and **Boer settlers**. Batswana had long taken part in **long distance trade** with other African groups. Trade routes linked Botswana with both the Atlantic and Indian oceans. Communities linked by trade became **interdependent**.

Fig. 10.1 Goods sold by Europeans



European traders changed the Batswana economy with new **industrial goods,** while gradually introducing **money** as a **medium of exchange** that replaced **bartering**-the exchanging of goods.

Fig. 10.2 Ostrich (for feathers) and ivory

Early European traders were especially interested in acquiring wildlife or **game products**, such as elephant tusks (**ivory**), rhino horns, ostrich feathers, hides or skins from various animals. Some of the Europeans arrived as **hunter-traders**, who killed animals themselves, usually with the permission of local chiefs, but most of the hunting was done by local people.
Rulers like Sekgoma at **Shoshong** and Sechele at **Kolobeng** and **Dimawe**, later at Molepolole, were eager to acquire firearms from traders. Guns allowed them to defend and expand their states, so they organised their own hunting parties to obtain game products to trade for firearms. By acquiring more firearms they were able to obtain more game products, but over hunting reduced the wildlife population. Ivory exported as tusks is an example of a **raw material.** In Europe and Asia these were used to make **finished products** such as piano keys.

Eventually Batswana began to buy more European finished products as **consumer goods** such as clothing, furniture and household items, as well as guns. As demand for **imported** consumer goods rose, local crafts such as smithing, tailoring & pottery making declined. To get money to buy consumer goods some Batswana became **migrant labourers** working in farms and mines in South Africa.

Missionaries

Another group of Europeans who came to Botswana in the early 1800s were missionaries. Missionaries had a major impact because they tried to get Batswana to change their religion and culture. Many Batswana were attracted to the Christian religion and other things brought by the missionaries. But they were also disturbed by missionary opposition to some cultural practices.

Good things brought by missionaries:
* **Literacy** missionaries taught Batswana how to read and write so that they could read the Bible.
* To promote literacy the missionaries began to print **Setswana books and newspapers**.
* The Rev. Robert Moffat translated the Bible into Setswana and founded a Setswana **printing press** at Kudumane. The first Setswana paper was *Mokaeri qa Bechuana, le Muleri oa Mahuka.*
* **Schools** were built by the missionaries to promote literacy and European skills and values.
* The first missionary school in Botswana was established by the Rev. David Livingstone and Kgosi Sechele I at **Kolobeng**.
* **St. Joseph's College, Moeding** and **Mater Spei** are examples of modern schools founded by missionaries.

.Traditional practices opposed by missionaries:
* initiation schools (*bogwera and bojale*).
* polygamy (marrying more than one wife)
* bride wealth (*bogadi*)
* traditional medicine (*bongaka*)
* praying to ancestors and rainmaking

Different missionary societies established different churches:

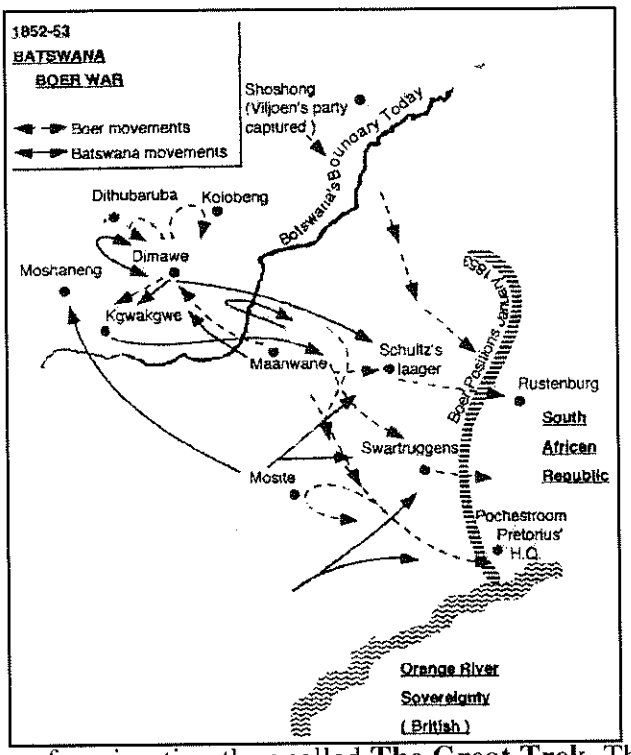
* **The United Congregational Church of Southern Africa (UCCSA)** was established among Bakwena, Bangwaketse, Bangwato, Batawana & Bakalanga by the **London Missionary Society (L.M.S.)** of Moffat, Livingstone and **John Mackenzie.**
* **The Lutheran Church** was established among Balete by the **Hermannsberg Mission Society**
* **The Anglican Church** was established among Bakwena & Bakhurutshe by the **Society for the Propagation of the Gospel (S.P.G.)**
* **The Dutch Reformed Church** was introduced to Bakgatla by Boer missionaries.
* **The Roman Catholic Church** first established a mission at Khale near Gaborone.
* **The Seven Day Adventist Church** established a medical mission at Kanye during the 1920s.

Boer Trekkers

After the difaqane, Batswana were threatened by Boer settlers. Between 1834-54 thousands of

Boers moved from the eastern Cape to the Free State & Transvaal regions of South Africa as part

Fig. 10.3 Boers' 'The Great Trek'



of a migration they called **The Great Trek**. This Trek was not great for the Africans in the Free State and Transvaal who lost their land. They ended up working for the Boers.

People in Botswana were able to resist the Boers because they had guns. In 1852 the Boers signed an agreement with the British known as the **Sand River Convention**, in which:

* The British recognised the independence of Transvaal Boers
* The British promised to help the Boers prevent Batswana and other Africans from acquiring guns
* The Boers agreed to allow British to trade freely in the Transvaal
* The Boers promised not to enslave Africans

Batswana-Boer War 1852-53

After signing the Sand River Convention the Boers invaded Botswana in August 1852. On August 30, 1852 they attacked the fortified Bakwena settlement at **Dimawe**. In addition to Bakwena, Bangwaketse, Bakgatla baga-Mmanaana and Bakaa fought the Boers at Dimawe under Sechele's leadership. The **'Battle of Dimawe'** ended without victory by either side but it is reported that 36 Boers were killed by Batswana. The next day, the Boers destroyed Livingstone's mission at **Kolobeng**, claiming that it was being used to supply guns to Batswana. After further fighting the Boers withdrew from Botswana. Batswana then attacked the Boers in the Transvaal. As a result in February 1853 the Boers agreed to peace terms recognising the independence of Batswana in Botswana. Sechele then travelled to Cape Town to try to get the British to agree to sell guns to the Batswana. The British later said Sechele had asked for protection, but Sechele denied this.

Multiple Choice Questions

1. European traders came to Africa because they were interested in
A building mission schools B constructing railways
C acquiring raw materials D spreading Christianity
2. A negative effect of the interaction between missionaries and Batswana was
A conversion of Batswana to Christianity
B teaching Batswana how to read and write
C translation of the Bible into Setswana
D demotion of Batswana cultures
3. Which of the following items were brought by European traders to Botswana during the 1840s?
A guns B ivory C gold D iron
4. The first mission school was called
A Moeding B Kolobeng C Mater Spei D St. Joseph's
5. 'The Sand River Convention' was an agreement between
A Batswana and Boers B British and Batswana
C British and Boers D British, Boers and Batswana
6. Dimawe is the site of
A the oldest church in Botswana
B the Sand River Convention
C Livingstone's farm
D a battle between Boers and Batswana
7. John Mackenzie was a member of the
A London Missionary Society
B Hermannsburg Mission Society
C Society for the Propagation of the Gospel
D Scottish Missionary Society
8. The 'Great Trek' best describes the movement of
A Boer speakers into Botswana
B Boers into the western Cape
C Boers into the Free State
D Amandebele into the Transvaal.
9. Immediately after the Batswana-Boer War of 1852-53
A the Boers ruled over Botswana
B the British ruled over Botswana
C Botswana was independent of the Boers
D Botswana was invaded by Amandebele
10. Sekgoma was able to expand his state by
A defeating the Zulu B acquiring guns
C sending his people to work in South Africa
D establishing the first missionary school in his country

Structured and Essay Questions

1. Answer the following using the Batswana-Boer War map as reference. a) Where was Viljoen captured?
b) Name the Kgosi responsible?
c) Where was Pretorius's headquarters?
d) Name a Boer town abandoned to Batswana by Jan 1853?
e) The Barolong at Mosite fled to which village in Botswana?

2. Explain FIVE effects of either traders or missionaries on the Batswana.

3. Draw a map indicating the movement of the Bakololo through Botswana.

11 COLONIALISM

In 1885 the British occupied Botswana, beginning a period of **colonial rule** that lasted until 1966. While under colonial rule Botswana was known as the **Bechuanaland Protectorate**. The British hoped that the word **protectorate** would reassure Batswana that they were not a **colony**. Colonies are countries governed by outsiders. As protected rulers dikgosi were assured that they could continue to govern their own people. But the British insisted that dikgosi obey their instructions. They wanted to rule Botswana through the dikgosi. This system is known as **indirect rule**.

Scramble for Africa

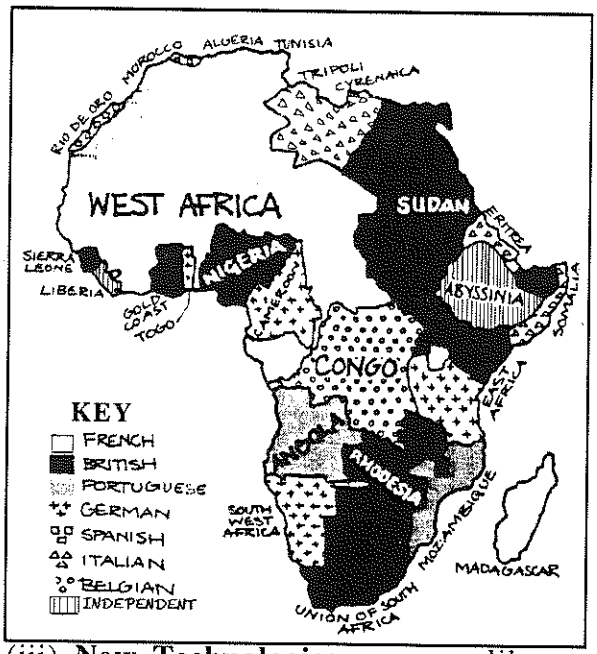
Britain's occupation of Botswana was part of a wider European scramble to control Africa. Before 1880 over 90% of Africa was free of European rule, by 1900 over 90% of Africa was under European rule. The only African nations to escape European rule were Liberia and Ethiopia (Abyssinia).

Reasons for the scramble:

(i) **Raw materials**-As Europe became more industrialised it wanted minerals and agricultural products from Africa.

(ii) **Markets**-As Europeans produced more goods they wanted to sell them to Africans.

Fig. 11.1 Africa 1914: Divided by European Countries



(iii) **New Technologies-weapons** like machine guns allowed Europeans to conquer Africa.

(iv) **New transport**, such as steam ships and trains, along with **new medicines** like quinine for malaria, made it easier for Europeans to move themselves and their goods through Africa.

(v) **National rivalries** between European nations encouraged competition for control of Africa.

The declaration of the Protectorate occurred in January 1885 because Britain wanted to keep **Germans** and **Boers** from taking over Botswana, which would have blocked the British advance into Central Africa.

Warren Expedition: In April 1885 the British General Warren was sent to Botswana to tell dikgosi Sechele and Khama about the Protectorate. He also visited Linchwe and Gaseitsiwe. At first, only Khama welcomed the Protectorate. In 1884 Warren had imposed British rule over the Batlhaping and Barolong, ending their wars with the small Boer states of **Stellaland** and **Goshen**. But the Boers had been allowed to keep Barolong and Batlhaping land. Dikgosi were suspicious of Warren but accepted the Protectorate because of Britain's military power. They knew that other groups like the Zulu, Pedi, and Batlhaping had lost many lives and most of their land trying to resist the British.

Missionaries welcomed the Protectorate which they believed would promote peace and European Christian values.

White settlers were allowed to acquire private property in parts of Botswana, but most hoped that the Protectorate would eventually become part of the neighbouring white ruled states of South Africa and/or Rhodesia.

At first the Protectorate only covered Southern Botswana, Northern Botswana was included by the **Order-in-Council of 1890**.

Divide and Rule

The map on the opposite page shows how the Protectorate Botswana was divided into Freehold farms, Crownlands and Reserves.

* **Freehold farms** were owned by white settlers. The Tuli, Gaberone, Lobatse blocks, Tati and Ghanzi farms were all owned by white settlers.

* **Crownlands** were areas owned by the British government. Kgalagadi, Chobe and Ghanzi districts were all Crownlands. Africans living in Crownlands could be removed from their land.

* **Reserves** covered about half of Botswana. There were nine different reserves, the largest was the Bangwato reserve.

* Except for the Tati Reserve each reserve was under the rule of a single kgosi whom the British called chiefs. Thus in Kweneng the British ruled indirectly through the Bakwena chief in Molepolole.

* Reserves were the home of different ethnic groups. Not all the people living in the Bakwena Reserve were Bakwena or Bangwato reserve Bangwato.

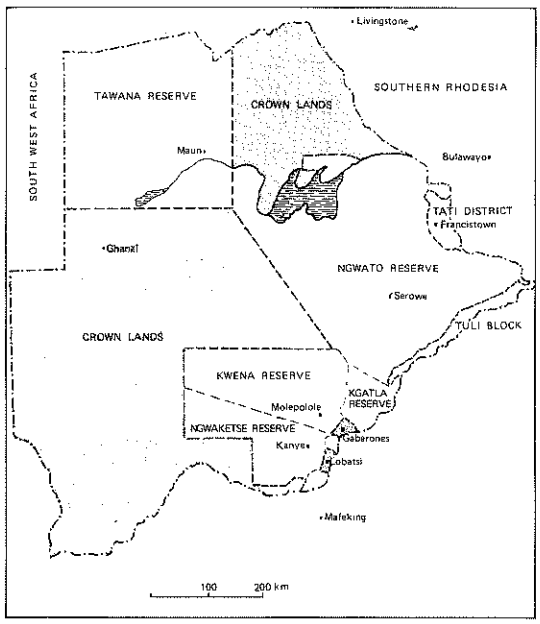
Some ethnic groups wished to have their own dikgosi recognised by the British and have their own reserves.

* In 1887 **Baseleka** were driven out of the Bangwato Reserve after they refused to accept the authority of Kgosi Khama.

* In 1920 **Babirwa** of **Malema** refused to remove to the Bangwato Reserve from the Tuli block. Kgosi Khama then sent regiments to force their removal. Malema hired a

lawyer to challenge the removal, but the British denied him the right to take the matter to court.

Fig. 11.2 Reserves, Crownlands and Blocks



After 1945 **Bayei** and **Baherero** demanded equal rights in the **Batawana** Reserve.

Kgosi Gobuamang of **Bakgatla bagaMmanaana** at Moshupa refused to recognise the authority of the Bangwaketse ruler Bathoen II during the 1930s. He and his followers were resettled at Thamaga in 1936.

Bakalanga ruler Nswazwi VIII tried to establish his independence from the Bangwato ruler Tshekedi. In 1947, he and many of his people, fled to Zimbabwe when the Bangwato invaded Nswazwi village.

Indirect rule was carried out by a colonial chain of command that linked local dikgosi to the British government in London. See chart below:

Structure of Colonial Rule

British King or Queen,
Parliament
Cabinet (London)
|
Secretary of State for:
Colonial Office (1885-1925) Dominions Office (1925-48)
Commonwealth Relations Office (1948-66)(London)
|
High Commissioner (Cape Town and after 1910 also Pretoria)
|
Resident Commissioner, later Queen's Commissioner (1964-66) (Vryburg, 1885-95, Mafikeng, 1895-1965, Gaborone, 1965-66)
|
Assistant Commissioners North and South (1891-1895)
Divisional Commissioners North and South (1950-65)
|
Resident Magistrates, after 1935 District Commissioners.
|
Dikgosi or Chiefs

Multiple Choice Questions

1. What aspect of "protection" might have appealed to dikgosi in 1885?
A Protection from the Boer threat
B Diplomatic protection from apartheid
C Economic protection from South Africa
D Protection from Rhodesians

2. The system used by the British to rule Batswana through chiefs was called
A direct rule B assimilation C company rule D indirect rule

3. During the colonial era the dikgosi lost some of their powers because
A the colonial government interfered with their administration
B they collected and kept taxes
C They obtained tribute from people by force
D They allowed outsiders to settle in their territories

4. During colonial rule in Botswana, the Resident Commissioner used to stay at
A London B Mafikeng C Serowe D Cape Town

5. A major reason for the scramble for Africa was the European desire
A for slaves B to spread western civilisation
C obtain new markets D discover new lands

6. *Bogwera* and *bojale* were discontinued among many groups because
A they were too expensive
B they were discouraged by missionaries
C they were not teaching people anything useful
D there was a shortage of teachers

7. Crownlands were areas owned by
A Boer settlers B a single kgosi or chief
C Cecil Rhodes D the British government

8. Malema was a famous ruler of the
A Babirwa B Bayei C Bakalanga D Bangwato

9. During the colonial era which of the following had the greatest authority?
A District Commissioners B Dikgosi
C Resident Magistrates D Resident Commissioners

10. 'Divide and rule' best describes
A how dikgosi used to allocate land
B the division between Stellaland and Goshen
C the colonial chain of command
D the administrative division of Botswana by the British

Structured and Essay Questions

1.a) Describe four reasons for the European conquest and division of Africa. (b) With reference to the 1914 map of Africa on the opposite page (i) Which two countries ruled the largest empires in Africa? (ii) Angola was ruled by? (iii) Which two colonial powers prevented Rhodes' dream of a British Empire stretching from Cairo to Cape Town?

2. During the colonial period in Botswana where did the following people live?
i) Dikgosi or chiefs ii) High commissioner
iii) British king iv) Resident commissioner

b. Show how any ONE of the following groups suffered during the colonial period: Babirwa of Malema, Bakgatla of Gobuamang or Bakalanga of Nswazwi.

3a) Describe the system of British rule in Botswana with reference to dikgosi.

12 THE ROAD TO INDEPENDENCE

On the 30th September 1966 colonial rule ended when the **Bechuanaland Protectorate** became the independent **Republic** of **Botswana**. This event was brought about by the emergence of **Botswana Nationalism**, a feeling of people throughout the Protectorate that they belonged together as a nation.

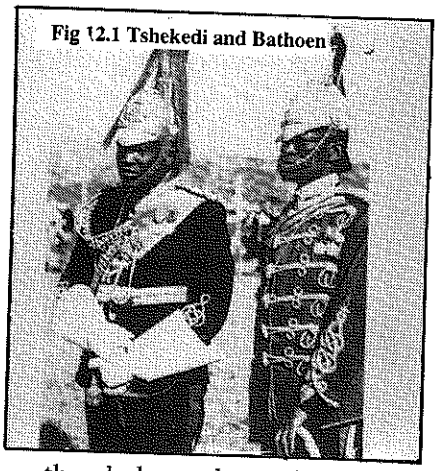
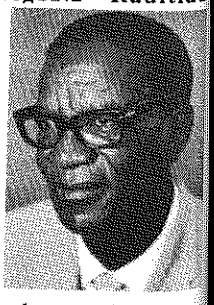


Fig 12.1 Tshekedi and Bathoen

* **Nationalists** believe that people belong together based on such things as a shared geographic location, language, culture, history and/or religion.
* **Botswana's national roots** can be traced back before colonial rule to dikgosi like Sechele and Khama who struggled to keep Botswana free from Amandebele and Boer rule.
* During the colonial rule Batswana were united in resisting the Protectorate's **incorporation** into South Africa and/or Rhodesia
* In 1895 dikgosi Bathoen I, Khama and Sebele I went to Britain to block **Cecil Rhodes** ambition to have his **British South Africa Company (BSAC)** rule Botswana as part of Rhodesia.
* In 1908-09 Batswana rulers petitioned to stay out of South Africa.
* In 1909 Bathoen I and Sebele I sent a representative to Britain to protest against Botswana's transfer to South Africa. This mission was successful.
* Between World Wars I and II dikgosi like Tshekedi and Bathoen II continued to protest against incorporation.
* During World Wars I and II dikgosi sent men to the army to show their loyalty to Britain. They hoped that this would make Britain reluctant to agree to incorporation.
* In 1936, Tshekedi and Bathoen II took the High Commissioner to court in order to get the **1934 Native Administration** and **Native Tribunals Proclamations** declared illegal. They lost the case.
* **The 1934 Proclamations** made dikgosi colonial civil servants. They were supposed to rule together with appointed councils and keep court records. They could be removed for failing to follow colonial orders. They were to obey the orders of District Commissioners and not raise taxes or levies without their permission.
* Tshekedi and Bathoen II argued that the 1934 Proclamations were base on South African practice, violating the concept of indirect rule.
* In 1943 Tshekedi and Bathoen II accepted new proclamations that modified those of 1934 by leaving dikgosi with more power.

Evolution of Councils:
* In 1920-21 separate **Native & European Advisory Councils** were established. These Councils could only advise the British on how to run the Protectorate, they had no power.
* **European Advisory Council** (1921-60) was elected by white settlers. By 1948 it had 8 members.
* **Native Advisory Council** (1920-60) changed its name to **African Advisory Council** in 1940.
* **Membership of the Native/African Advisory Council** was made up of the dikgosi of the nine reserves and their chosen delegates. By 1944 it had 35 members, with the largest delegation (8) coming from the Bangwato Reserve.
* 8 members each from the African and European Advisory Councils met as the **Joint Advisory Council** (1950-60).
* Some European Council members joined Tshekedi, Bathoen and others in calling for the formation of a **Legislative Council (Legco)**, which would have real power.
* **Legco** (1961-64) was made up of 10 elected African and 10 elected European members, 1 Asian member and 10 colonial government officials. The African majority was thus outnumbered by minority groups.
* **African Council** (1961-64) was made up of elected and appointed members and dikgosi. It elected representatives to Legco and could propose legislation to Legco.
* In 1963 the British agreed to replace Legco with a **Legislative Assembly** elected by one person one vote. The first such election was held in 1965.

Fig12.2 Raditlad



Political Parties

Botswana's first national political party was the **Protectorate Federal Party (BPFP)**, which was formed in Serowe in 1959 under the leadership of **L.D. Raditladi**. It favoured more democracy to end the political domination of whites and chiefs, but it did not last long.
* **The People's Party (BPP)** was founded in 1960-61 with **Kgalemang Motsete** as its President, **Philip Matante** as its vice-president and **Motsamai Mpho** as Secretary-General.
* BPP was Botswana's first mass based nationalist party. It

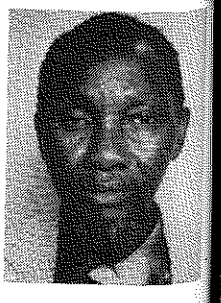
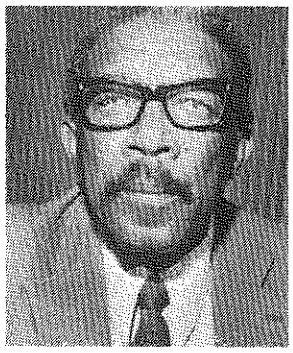


Fig. 12.3 Motsamai Mpho

introduced the practice of **freedom squares.**

Fig 12.4 Motsete and Matante



* In 1962 the BPP split in to two groups, with Mpho's group later becoming known as the **Botswana Independence Party (BIP)**
* In 1963 Matante expelled Motsete from BPP, Motsete tried to form his own BPP, but it attracted little support.
* Motsete is also famous for founding the **Tati Training Institute**, Botswana's first secondary school, and writing *Fatshe La Rona* the **national anthem of Botswana.**
* The BPP/BIP were opposed to colonialism, including colonial land laws, **racism**, Legco, and undemocratic rule by dikgosi.
* Many BPP/BIP activists had been active in South African nationalist movements like the ANC and PAC.

The Democratic Party (BDP) was founded in late 1961 with **Seretse Khama** as its President and **Quett Masire** as its Secretary-General. The BDP also demanded independence but was more moderate than the BPP and had greater rural support. Some Europeans and Asians supported the party, which also stood for multi-racialism (later non-racialism) and the preservation of private property.

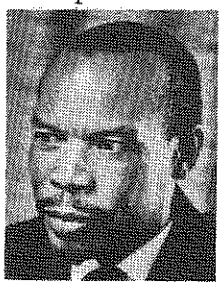


Fig. 12.5 Sir Seretse Khama

* BDP won the 1965 Legislative Assembly election allowing it to form a government and lead Botswana to independence in 1966.

Fig. 2.6 Dr. Kenneth Koma

The National Front (BNF) was founded by **Kenneth Koma** and others in 1965, in order to build a stronger opposition to the BDP after the elections. Many of its supporters believe in **socialism.**

Multiple Choice Questions

1. One of the provisions of the 1934 Proclamations was that dikgosi should take orders from
A Cecil Rhodes B South Africa
C Colonial Officials D their subjects
2. In 1895 three dikgosi went to Britain because they
A wanted to ask for protection from the Boers
B wanted to build a railway
C did not want to pay tax
D did not want to be ruled by the British South Africa Company
3. The first president of the BPP was
A L.D. Raditladi
B Seretse Khama
C K.T. Motsete
D Kenneth Koma
4. In 1909, Bathoen I and Sebele sent a representative to England to
A demand Botswana's independence
B protest against incorporation into South Africa
C ask for a Native Advisory Council
D protest against Cecil Rhodes
5. The first body elected by 'one person one vote' was the
A Joint Advisory Council B Legislative Assembly
C National Assembly D Legco
6. During World War II dikgosi sent men to the army to
A learn how to fight the British
B prevent people from working in South Africa
C show their loyalty to Britain D collect more hut tax
7. The largest delegation in the African Advisory Council came from
A Bangwato Reserve B Francistown
C Bakwena Reserve D Bakalanga Reserve
8. Bathoen II and Tshekedi argued that the 1934 proclamations
A were unfair because they favoured European settlers
B would allow the formation of political parties
C violated indirect rule
D would lead to the creation of Legco
9. Nationalists usually DO NOT believe that people belong together based on
A common language B religious belief
C shared culture D support for colonial rule
10. Motsete is famous for
A founding the Botswana Independence Party
B founding Moeding College
C writing the national anthem
D serving in the National Assembly

Structured and Essay Questions

1. What was the effect of the 1934 Proclamations on the role of dikgosi? Give some examples.

2. Identify five key players in Botswana's nation building since 1885. Briefly describe each of their contributions.

3. Nationalists believe that people belong together based on their common or shared qualities such as a common language? Identify four shared qualities which you believe unite Botswana as a nation.

13 IDENTITY AND CITIZENSHIP

Culture is the way of life of a society. It is the collection of knowledge, beliefs, customs and habits that people share. Each society has developed a different way of doing things in order to **survive** and **flourish** (grow successfully). Therefore, we have each developed a different **cultural identity**.

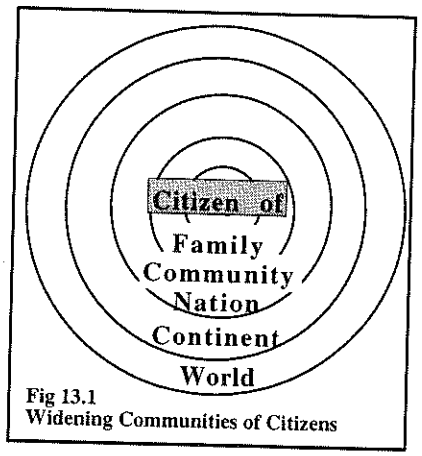


Fig 13.1
Widening Communities of Citizens

There are many different **elements of culture** by which we can study the similarities and differences between societies. These elements include **language**, **dress**, **technology**, **food**, **entertainment** (including **music** and **dance**), **religion** and **beliefs**. **Material** culture refers to any cultural object that may be associated with a particular group of people e.g. pots, knives or walking sticks.

Because our culture is **learned** from members of our society, and **shared** among the members, it gives us a sense of **belongingness** or **identity.** That means we feel part of a group of people, or a place because we can understand why the society follows a particular way of life.

Cultural norms are the rules of behaviour which govern a society. We learn these norms from our families and friends through a process called **socialisation**. This is a very important function of a family. Another important function is to **reproduce** and replace dying members of the society. Some parents decide to have many children who can help with the work, and therefore improve the family's standard of living. Other couples choose to limit their family size so that they can afford to bring them up. Many cultures value large families which causes a population increase but this is changing with modern lifestyles and couples are choosing to have smaller families. Many governments encourage parents to limit their family size so that the population will stay the same, or decrease.

Traditional culture was strongly influenced by the environment in which the society lived, but culture is **dynamic** (always changing) and the environment is no longer so important.

Widening Communities of Citizens

A **citizen** is someone with certain **rights** and **privileges**, but also with **responsibilities** towards members of the group to which they belong. Although we usually talk about being a citizen of a country, we are citizens of smaller and larger groups as well. Each of us is a unique individual, with a separate **identity** but we belong to increasingly wider communities. We are **family** citizens, **community** citizens, **national** citizens, **continental** citizens and **global** citizens all at the same time!

Ethnicity means that we are belong to a particular ethnic group e.g. a *Molete*, a *Mongwaketse*. **Ethnocentrism** means that we believe our ethnic group is **better** than other groups, and we may try to change other people.
Nationality means we belong to a country or a nation e.g. a Motswana, a Zimbabwean, no matter what our personal ethnic group is.
Afrocentricity is about being proud of our African identity. It is the knowledge that Africans have a unique history and culture despite colonisation.
Globality means that we feel part of the whole human race no matter what country or ethnic group we come from.

Symbols of Identity

A **symbol** is something that embodies (stands for) something else: e.g. a cross is symbolic for Christians. In Botswana, one's membership within a family, larger community or ethnic group is often symbolised by **totems**. This is an object, usually an animal, which is revered (*seano*) honoured (*sereto*), praised (*seboko*) and avoided (*moila*) by members of a particular group. In the past, different totems were sometimes associated with different traditional and ceremonial dances. *(O binang).* Many Batswana have more than one totem. A person living in Kanye may have a lion (*tau*) as his/her family totem, while also identifying with the crocodile (*kwena*) as the symbol of the wider Bangwaketse ethnic community (*morafe*). His/her neighbour's totem may be a monkey (*kgabo*) suggesting that they were Bakgatla who joined the Bangwaketse.
Symbols of national identity include the **flag**, **coat of arms**, with **zebra**, ivory, sorghum e.t.c.
National identity is also expressed by such things

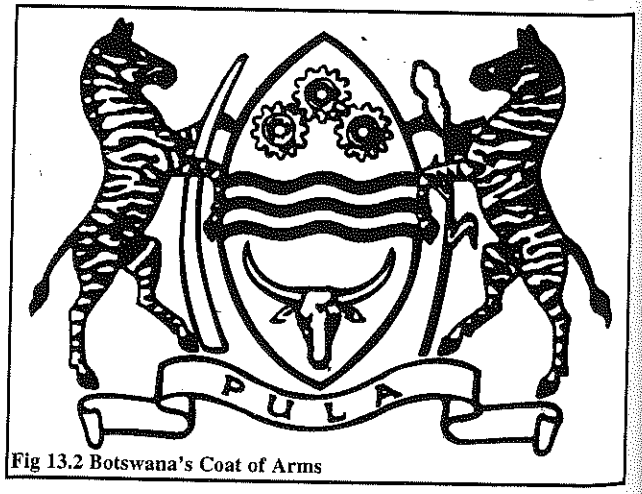


Fig 13.2 Botswana's Coat of Arms

as singing the **national anthem**, giving preference to products **made in Botswana** or supporting national sports teams in international competitions. **Legal identity** as a citizen is shown by owning an **Omang** or national identity card, as well as a **passport** for travelling abroad. It is also possible to show one's ethnic, national or continental identity through such elements of culture as music, dress, food and artistic decoration. e.g. different communities have different ways of cooking green vegetables (*merogo*).

Virtues of Humanity

In order for human beings to survive and flourish, we need to share certain beliefs and values. We call these **moral values** or **human virtues** because they apply to everyone no matter where they come from. These virtues include the

* **sanctity of life** - which means that we believe life is very important, or sacred, and we should try not to destroy each other.
* **freedom** - which is the right to behave in the way we think is the best, as long as it does not harm people.
* **humility** - means that we should not be proud and think we are better than other people. Instead we must realise that we all have **equal rights**
* **peace** is necessary to ensure survival, especially nowadays when one nuclear bomb could kill the whole human race.
* **justice** means that we should each be treated fairly, no matter where we come from.
* **development** means that we should each be given the opportunity to grow to our full potential, as individuals, as countries, or as the human race.

Human values or virtues are reflected in a variety of international organisations and agreements. For example the sanctity of life is upheld around the world by the **International Red Cross and Crescent** organisation and the **United Nation's (UN) World Health Organisation**. Other **Non Governmental Organisations (NG0s)** such as **Amnesty International** work to promote freedom and justice. Human development are primary goals of the **UNDP** and **SADC**. A global desire for peace, freedom and justice are also symbolised by international agreements such as the **Universal Declaration of Human Rights, Beijing Declaration** on the **Rights of Woman** and UN and OAU Charters (see chapter 15).

Multiple Choice Questions

1. Which of the following elements of culture is NOT found in all cultures?
A language B religion
C totem D music
2. Which of the following is an example of material culture?
A spear B language
C religion D music
3. Socialisation means to
A reproduce and replace dying members of the society
B teach people the correct way of behaving in the community
C protect the members of the community from their enemies
D getting to know many members of the society
4. If world peace was to be safeguarded, what would be the best thing to do?
A respect for rights of states and people
B respect for bigger and powerful nations
C tolerance of cross border invasions
D war against nations with different beliefs
5. Which of the following conditions are necessary for there to be appreciation of the values and beliefs of others?
A tolerance and ethnocentrism
B prejudice and respect for human rights
C rejection of racism and democracy
D respect for human rights and tolerance
6. 'Culture is dynamic' means that it is
A static B unreliable
C changing D good
7. Which of the following is evidence of national citizenship?
A visa B driver's license
C passport D totem
8. Traditional culture was mostly influence by
A the type of food people ate
B the environment in which people lived
C the clothing which was most suitable to wear
D the language that people used
9. Which of the following is NOT an element of culture?
A art B religion
C technology D skin colour
10. Culture can best be described as
A economic activities of a society
B way of life of a group of people
C political activities of a community
D traditional beliefs of a nation

Structured and Essay Questions

1a) Identify 3 human virtues
b) Justify why these are important for the survival of the human race
2. Give an identifying symbol, document and/or organisation, for each of the following:
A a local community group, tribe or *morafe*
B the Botswana nation
C the African continent
D global peace
E the sanctity of life
F legal identity as a citizen
G cultural identity
H the need for international development.

14 GOVERNANCE

Governance refers to the authority to govern or rule. Like all nations, Botswana has a government or system of rule, whose purpose is to assure the **well being** of all who live in the country by promoting **economic, political and social development.**

Botswana's constitution sets out the rules and goals of its government. It states that Botswana is to be ruled as a **democracy**, that is a society where the people rule through themselves and their elected and appointed representatives. Democratic constitutions are **social contracts** or agreements between people within a society by which they affirm their rights and responsibilities to one another. An important constitutional responsibility of **citizens** or members of any democratic society is to preserve and protect their democracy by upholding not only their own constitutional rights but the rights of others. In this respect, the citizens of a nation are like a very large extended family, whose members remain interdependent on each other.

Separation of Powers:

To preserve democracy and assure **good governance**, Botswana's government is divided into three branches; the **executive**, **legislative** and **judiciary**. In accordance with the constitution, each of the three branches has limited power to do certain things, thus assuring a system of **checks and balances** in which no single government branch is too powerful:

At the centre of the legislative branch is the **National Assembly**. It can make laws and change them. It also oversees the implementation of government programs and elects the **President**, who must sign all laws (acts of Parliament), which are then published in the government gazette. If a President does not like a law he can **veto** it by sending it back to the legislators or **Members of Parliament (MPs).** The MPs may then alter the law or vote to pass it again. If the President and National Assembly cannot agree then elections may be called, otherwise they are held every five years. During elections 40 MPs are elected by the people in their **constituencies**. Four additional MPs are nominated by the President and by the other members of the Assembly.

* **The Attorney General** attends the National Assembly to give legal advice to MPs; he does not vote. The Attorney-General is otherwise a member of the judiciary whose main responsibility is to enforce laws by prosecuting law breakers.

* **The House of Chiefs** meets alongside the National Assembly. It advises the President and Assembly on legislation, especially on matters dealing with custom.

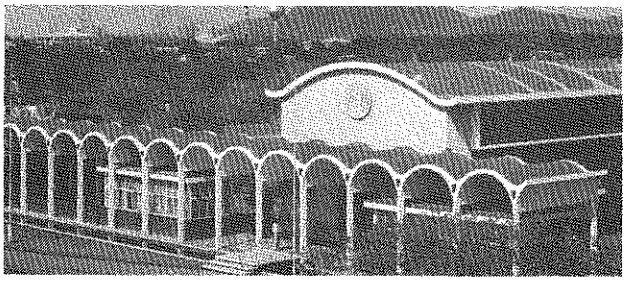
* **The executive branch** is headed by the President. This is the branch responsible for implementing government policy. In addition to the President it consists of the **cabinet** and the **public service**.

* **The cabinet** is a council made up of all **Ministers** who assist the President by examining new laws and programmes before they are introduced. Ministers are appointed by the President.

* **The public service** consists of all government employees e.g. teachers, policemen, agricultural officers etc.

* **The judiciary** is charged with administering the law. The judiciary in Botswana is divided between customary and non-customary law. The **non-customary law** is administered by the **Magistrates' courts**, **High Court** and **Court of Appeal**. **Customary law** is administered by dikgosi/chiefs and headmen. There is also a **Customary Court of Appeal**.

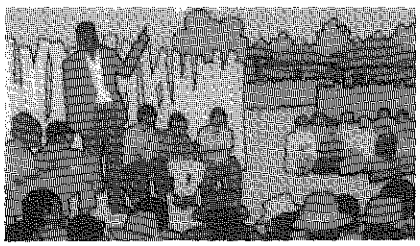
Fig. 14.1 National Assembly-an early picture



Government is also divided between central government and local government.

* **Central government** deals with national issues e.g. education, defence, foreign policy etc.

* **Local government** assists central government by dealing with such local matters as primary education, rural road maintenance, communal or tribal land allocation and health clinics. Local government activities fall under the **Ministry of Local Government and Lands** (MLGL), which has departments concerned with such local institutions as **Land Boards, Village Development Committees** and **Tribal** and **District Administration**.



Botswana's constitution contains a **Bill of Rights** whose values are based on **The Universal Declaration of Human Rights**. Adopted in 1948 by the members of the **United Nations**, this declaration states that all people are **free** and **equal** without regard to their race, colour, sex, language, religion, political opinion, national or social origin, property, birth or social status. As such all people are entitled to:

* **life, liberty** and **security**, as such they cannot be subjected to **slavery**, **torture** or cruel and **inhuman punishment**.
* **freedom** of **opinion, speech, movement, assembly** and **association** within their countries. This freedom allows people to form political parties to bring about change. It is because of this freedom that Botswana is a **multi-party democracy.**
* **equal** and **fair treatment** before the courts
* **freedom** from **arbitrary arrest** and **imprisonment**
* their individual **privacy**
* their **property**, both material and intellectual, which cannot be seized without due cause and just compensation
* their **nationality**, which can not be denied
* **marry** according to their wishes and enjoy equal rights during marriage and at its dissolution or divorce.
* basic **social security** within the limits of a society to provide it
* **find employment** with **just remuneration**
* **education**, which should be available to all on an equal basis and free at a primary level.

The above rights are an **ideal** (perfect) standard which governments try to achieve much like a good student tries to achieve perfect school grades. Among the challenges to achieving such good governance is a fast growing population. If a population grows too fast it can overtake a government's ability to provide it with services and economic opportunities. Not all governments have tried to live by the above values. An example is the former **apartheid** government in South Africa, which denied the non-white majority of its citizens human rights based on their race. To maintain its undemocratic **minority rule** the apartheid government also denied those who rejected their **racist policies** their freedom of assembly, association and opinion. Because all attempts at peaceful democratic change had been denied South Africans turned to **armed struggle** (war) to **liberate** themselves. In this struggle, the South Africans had the support of the **Front-line States**, an association of states including Botswana, formed in the 1970s to oppose apartheid and colonial rule in Southern Africa. In 1980, the Front-line states established **SADCC** (later **SADC**) to support each other in economic, political and social development (see Chapter 15)

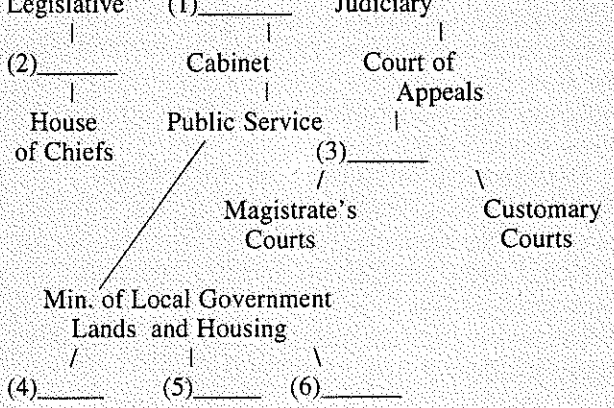
Multiple Choice Questions

1. Building schools and roads is primarily the responsibility of
A individuals B good citizens C government D dikgosi
2. One of the duties of the judiciary is to
A draw up the country's constitution B try criminals
C make new laws D appoint cabinet Ministers
3. Which of the following is NOT an example of a human right?
A freedom to express unpopular opinions
B freedom to worship one or many gods
C freedom from arbitrary arrest
D freedom from failure in school
4. Which of the following national principles is DIRECTLY promoted by people voting in an election?
A democracy B unity
C development D self-reliance
5. Mpho saw Lebogang stealing from Kopano's house. She informed the police about this. This shows that Mpho
A is a spy B is a responsible citizen
C is unpopular D must dislike Lebogang
6. After the President's signature a new law is published for thirty days in the
A Constitution B Daily News
C Government Gazette D National Development Plan
7. A body of laws set to govern a country is known as a
A constitution B constituency
C declaration of human rights D manifesto
8. Each of the following is a citizen's responsibility EXCEPT:
A paying taxes B getting married
C obeying laws D voting in elections
9. Which of the following are the three major branches of government?
A Legislature, Cabinet, Judiciary
B Executive, National Assembly, Cabinet
C Executive, Judiciary, Legislature
D Judiciary, Executive, House of Chiefs
10. Under apartheid, South Africa was an example of a
A front-line state B human rights abuse
C peaceful development D democratic values

Structured and Essay Questions

1 a) **Botswana Government**

Draw this table in your notebooks and complete the missing parts.



1b) Use some of the following words for number 4, 5 and 6: *Village Development Committees, National Assembly, Tribal Administrations, High Court, Executive, Land Boards.*
1c) The highest court in Botswana is called?
1d) Dikgosi participate in the activities of which branch(es) of the government?

2. Describe a) FOUR services provided by Botswana government and b) THREE responsibilities of its citizens.

3. Explain the roles of the THREE branches of the Botswana Government. What is meant by 'separation of powers'?

15 BOTSWANA'S FOREIGN RELATIONS

Botswana's government maintains relations with foreign countries through its **foreign policy**. Botswana's foreign policy is based on **7 major principals:**

1. **National interest**: what is in the best interest of Botswana
2. **Good neighbourliness-e.g.** respecting borders
3. **Peaceful coexistence** among all nations
4. Respect for **international law**
5. Respect for **human rights**
6. **Non-interference** in the internal affairs of other states
7. Respect for the **sovereignty** and borders of other states **(territorial integrity)**

* **Sovereignty** is the power that an independent country has to govern itself.

Botswana's foreign policy is mostly carried out by **diplomats**, who travel or stay in other countries. Diplomats carry out foreign policy on a **bilateral** and **multilateral** basis:

* **Bilateral** describes the foreign policy between Botswana and another country.
* **Multilateral** describes Botswana's foreign policy with more than one nation. It is often carried out through **international organisations**.

Bilateral relations are often carried out through **diplomatic missions**. Botswana has two types of diplomatic missions: **High Commissions** with other members of the **Commonwealth**, and **Embassies** in all other countries.

* **Botswana has diplomatic missions** in USA, Britain, Russia, China, Sweden, India, South Africa, Namibia, Zimbabwe, Zambia and at the European Union's headquarters in Brussels, Belgium and the United Nations headquarters in New York, USA
* **Diplomatic missions in Botswana**: Britain, USA, China, Zambia, Nigeria, Sweden, Norway, Netherlands, Germany, Russia, South Africa, Libya, Zimbabwe, India, France and European Union.
* Botswana also has bilateral relations with other nations where it has no mission.

Examples of bilateral relations:

* **Sweden** has long enjoyed good relations with Botswana and assists Botswana in development. Swedish companies (e.g. Scania trucks) have invested in Botswana's economy. The two countries share many beliefs such as non-alignment and the promotion of human rights.
* **Zambia** before 1980 was Botswana's only neighbour not under white minority rule. The two states worked together to promote trade where their borders met at Kazungula. Zambia is a member of the Commonwealth so the countries both have High Commissions.
* **Far East Asia:** Since independence Botswana has developed bilateral relations with countries such as China, Singapore, Malaysia and Korea. These countries have all industrialised in recent years and are now sharing their knowledge about industrialisation with Botswana. Far Eastern companies, such as the Hyundai car company from Korea are also investing in Botswana's economy.

To promote better relations with other states Botswana belongs to a number of **international continental** and **regional organisations**:

The Commonwealth is an international association of independent states that were once part of the British Empire. Commonwealth States cooperate in such areas as health, education & development.

Organisation of African Unity (OAU): In 1963, 34 regional countries came together in Addis Ababa, Ethiopia, to form the OAU. Botswana joined after achieving its independence. The aims of this continental organisation are:

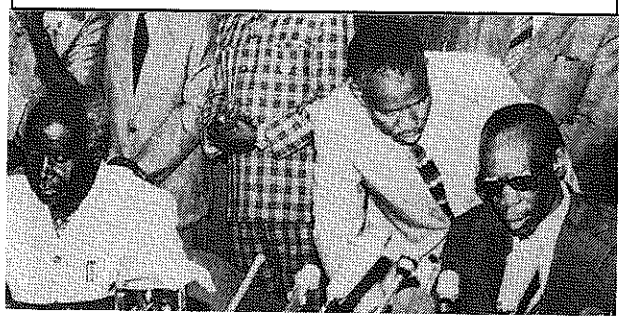
* *To promote unity among African Countries.*
* *To co-ordinate common efforts to achieve a better life for all Africans.*
* *To defend the sovereignty and independence of African states.*
* *To remove all forms of colonialism in Africa.*
* *to promote cooperation between African & non-African states through the UN and other international organisations.*

African-Caribbean-Pacific States (ACP) is a grouping of independent states which enjoy special economic ties to the European Union. The **European Union** is made up of 15 European states who are working towards greater economic, social and political unity. The European Union and ACP negotiate five year trade agreements. Botswana benefits from these agreements by selling its beef in Europe.

Frontline States was a grouping of Southern African states that joined together in the 1970s to work for majority rule in the white minority ruled states of Rhodesia (now Zimbabwe), Namibia and South Africa. The group consisted of Botswana, Angola, Mozambique, Zambia and Tanzania, later joined by Zimbabwe (1980). With the liberation of Namibia (1990) and South Africa (1994) this organisation has achieved its goal.

Southern African Development Coordinating Conference (SADCC) was formed in 1980 to promote economic cooperation among regional Southern African states to lessen their **dependency** on South Africa. In addition to the Frontline states Lesotho, Swaziland and Malawi became SADCC members.

Fig 15.1 Kaunda, Masire and Khama - at SADCC summit April 1980



Southern African Development Community (SADC) grew out of SADCC. In 1992 it was decided that the Southern African states should work towards greater political, economic and social unity. SADC, like SADCC before it, has its headquarters in Gaborone.

United Nations Organisation (UN) was formed in 1945 to encourage cooperation among the worlds nations in order to:
* maintain peace and security
* promote human rights
* solve economic, social and political problems. Today almost all nations are members of the UN. This makes it an important international organisation.

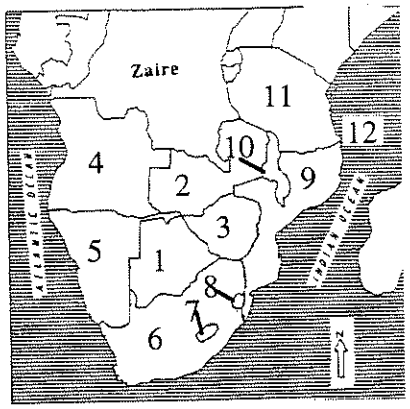
Fig 15.2 UN Secretary General - Kofi Annan

The UN Charter calls on members to live in peace with one another. To carry out its mission the UN has a number of **organs** with different functions:

* **General Assembly** consists of all members states who each have one vote. It has the power to make **recommendations** to member states and the Security Council.

* **Security Council** alone has power to make and enforce decisions for the maintenance of world peace. It consists of 5 permanent and 10 non-permanent members. Britain, China, France, Russia, and USA are permanent members, who each have **veto** power. Non-permanent members are elected for two year terms. Botswana served on the Council 1996-97. To promote peace the Security Council can authorise **peacekeeping** operations involving the militaries of member nations. The BDF took part in peacekeeping operations in **Somalia** 1992-94 and **Mozambique** 1993-94.

Fig. 15.3 SADC Countries



* **International Court of Justice** settles legal disputes among nations and gives legal advice to UN organs. In 1996 Botswana and Namibia agreed to take their dispute over ownership of Sedudu island to the Court.

* **The Secretariat** is the UN administrative body. Its head is the **Secretary-General** who is elected every five years.

* **Other UN Councils and specialised Agencies** also promote international cooperation, including: The Economic and Social Council, International Labour Organisation (ILO), Food and Agricultural Organisation (FAO), Educational, Scientific and Cultural Organisation (UNESCO), International Atomic Energy Commission, World Bank, International Monetary Fund (IMF); Economic Commission for Africa, World Health Organisation (WHO), Development Programme (UNDP)

Multiple Choice Questions

1. If Zimbabwe invades north-eastern Botswana, this is
A a violation of Botswana's territorial integrity
B justified because Botswana is a small nation
C justified because Botswana is on the border
D a violation of Botswana's past protection of Zimbabwean refugees

2. What is the economic organisation formed by the countries numbered 1-12 on the map?
A ECOWAS B SACU
C SADC D PTA

3. The following were members of the Frontline States EXCEPT:
A 1 B 2 C 3 D 6

4. Which of the following reflects Botswana's views on resolving world conflicts?
A peaceful negotiation B imposing sanctions first.
C open warfare D encourage military take-over

5. Which organisation was formed to facilitate the political liberation of African countries from minority rule
A SADC B SACU
C OAU D ACP

6. The aim of establishing the Southern African Development Community was to
A increase employment in Africa
B weaken the economy of South Africa
C improve the quality of life in Southern Africa
D reduce economic dependence on South Africa

7. Two countries wishing to resolve a border dispute through legal means with international participation would take the matter to the
A International Labour Organisation
B High Court of Appeal
C Organisation of African Unity
D International Court of Justice

8. Which of the following is NOT a principle of Botswana's foreign policy?
A good neighbourliness B non-alignment
C non-interference in the internal affairs of other countries
D regaining territory taken by Boers in the past

9. The ACP states enjoy special economic ties with the
A Southern African Development Community
B Organisation of African Unity
C Economic and Social Council D European Union

10. Which of the following are not members of SADC?
A Zambia and Mozambique B Zaire and Ghana
C Swaziland and Lesotho D Malawi and Tanzania

Structured and Essay Questions

1a) Describe how the principles of Botswana's Foreign Policy are seen in her relations with at least two countries.
b) Using examples, justify the need for Botswana to have foreign relations with countries outside Southern Africa.

2. b) In which country and city is the UN headquarters?
b) What is the role of the Security Council at the UN?
c) List any three special agencies of the UN.

16 PHYSICAL ENVIRONMENT & CULTURE

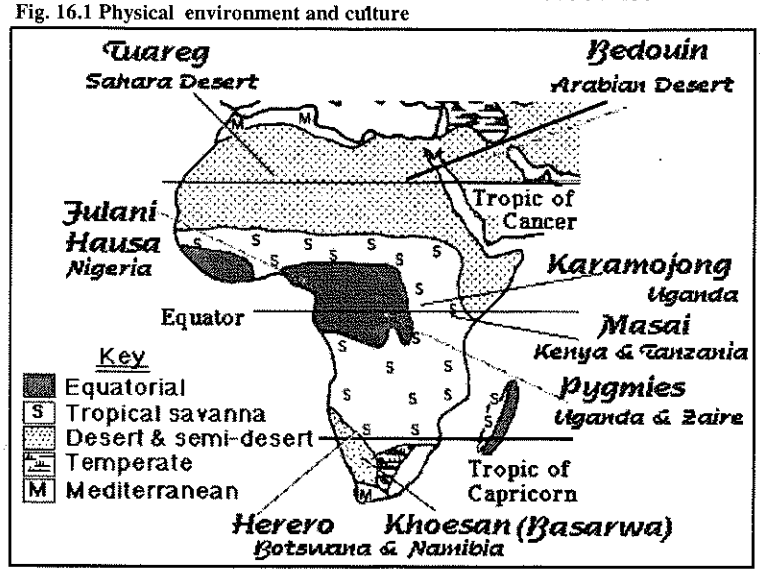
The **climate** of a place influences the type of **soil** and **vegetation** which develop there. These three factors make up the **natural physical environment**. As you have seen in Botswana (Chapter 4) the culture of people is closely linked to their environment because they adapt their way of life to the type of climate and natural resources found in an area. Although culture is dynamic, many peoples have maintained their traditional way of life, such as the Khoesan (Basarwa), Fulani, Masai and Herero.

The major types of climate found in Africa are

1. Equatorial
2. Tropical continental (savanna)
3. Arid & semi-arid
4. Temperate
5. Mediterranean

These climates can be described using the 8 **elements of weather** (Chapter 3) with the most important ones being rainfall and temperature.

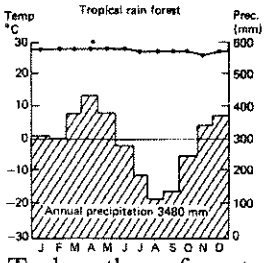
Fig. 16.1 Physical environment and culture



Equatorial

Located between 5°N and 5°S of the equator in West African lowlands or coastal areas. There is little variation in either temperature or rainfall, and there are no seasons. The average daily temperatures are 26°C. Heavy rainfall occurs especially in the afternoons. Annual rainfall is about 2000 mm, and the area is hot and humid all year round.

Vegetation: High temperatures and rainfall has allowed the growth of tropical rain forest, with many varieties of tall trees and climbing plants. The area has the greatest variety of hardwoods such as mahogany in the world. Today, these forest are being rapidly cleared for cultivation, plantations and lumbering.



People: The original inhabitants of these areas were the Pygmies, who lived by hunting and gathering, and may also practice some shifting cultivation. The Bamba still live in Uganda and Zairean rain forests today.

Tropical continental (savanna)

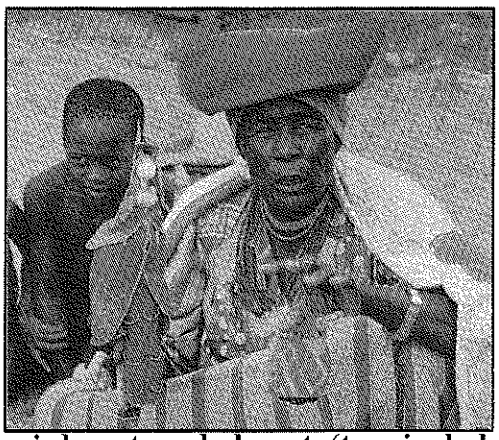
Located between 5°N and 15° S of the equator, this area has hot summers (32°C) and cooler winters (21°C) with an annual temperature range of 11°C. There are heavy rains in summer, but little rain falls in winter. Annual rainfall is around 765 mm.

Vegetation : Tropical grasslands with scattered trees such as thorn bushes and acacia. High temperatures and heavy rainfall in summer result in rapid plant growth.

Fig. 16.3 Fulani woman

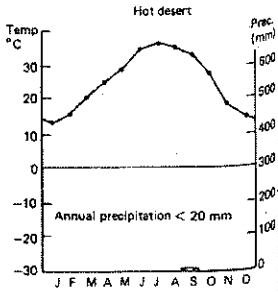
Peoples: the climate and vegetation are most suited to the **pastoralists** such as the Herero, Fulani and Masai. The Herero and Fulani mainly eat meat and milk, while the Masai may also take the blood from their live cattle for food. The Herero have a unique style of dress and headgear (see Fig. 16.4). The Masai usually wear red cloth, and many necklaces and earrings as decoration. Fulani women also wear patterned cloth and may braid their hair in a particular way. These peoples may travel long distances with their cattle to look for good pastureland, and to avoid the tsetse fly which carries disease for both cattle and humans. They may also trade their meat and milk for other products such as maize and millet.

Fig. 16.4 Herero women in traditional dress



Semi-desert and desert (tropical desert)

African Deserts include the Sahara, Namib, Sahel, Arabian and Kalahari Deserts which are located across northern Africa and in south west Africa. There is low rainfall and high evaporation. Semi-arid regions receive 300-500mm of rain per year. Desert regions have irregular rainfall (below 250mm). Deserts have very hot, cloudless days and clear,



cold nights. Temperatures range from 55° C in the day to 5° C in the night. Occasional downpours of rainfall may cause flash floods.

Vegetation: Scrub which is able to withstand long dry periods. Plants adapt by (i) growing long roots that penetrates deep to reach moisture. (ii) Storing water in leaves or stems e.g. the cactus. (iii) growing waxy or needle-shaped leaves which reduce transpiration (loss of water from the plant) (iv) producing seeds which lie dormant for several years until rainfalls, when they germinate.

Peoples: the Khoesan are the original inhabitants of Southern Africa, and have been gradually pushed into the desert areas to avoid being killed or enslaved by other peoples such as the Bakgalakgadi and the Boers. They mainly live by hunting and gathering, but do also keep livestock. The Bedouin and the Tuareg of the north African deserts wear long white robes to protect them from the heat. These peoples are famous for travelling across the desert areas with their camels, trading goods.

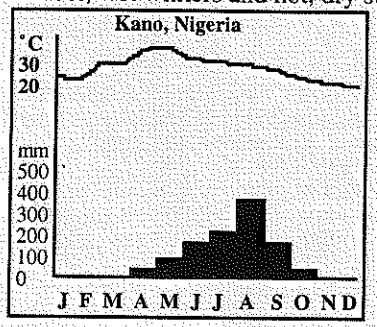
Mediterranean Climate (Warm West Margin) : Located around latitudes 30°N and 45°S on the Western sides of continents, especially in the lands bordering the Mediterranean Sea (Algeria, Morocco and Tunisia) in South West Africa around Cape Town. Hot dry and sunny summers (25° C) and mild rainy winters (12°C). Annual rainfall varies from below 500 mm in coastal areas, to over 750 mm in the Atlas mountains. Vegetation: evergreen forest and woodland. Plants are adapted to the very hot, dry summer conditions. This is a favourable climate for vines, so the wine industry has developed here.

Temperate: There is a small temperate zone in the South African veld, 30°S of the equator. There are 4 seasons, with warm summers and cool winters, making the area ideal for crop production.

Language: Over the centuries many different groups of people have lived in Africa and may influence each others culture and language. Setswana words for cow (kgomo), goat (podi) and sheep (nku) all seem closely related to the Khoe languages. The Afrikaans language is also a combination of the original Dutch combined with Xhosa, Malay and others. By studying languages we can see which groups of peoples are related to each other historically such as the Zulu and Ndebele, or the Shona and Kalanga.

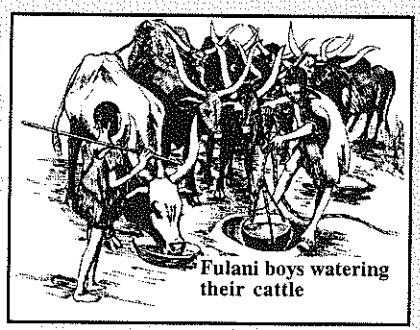
Multiple Choice Questions

1. Which peoples do NOT live in savanna regions?
A Karamojong B Bedouin C Fulani D Masai
2. The world's rain forests
A are being regenerated each year
B contain most of the world's varieties of softwoods
C are being cleared for farming and forestry
D located in the tropical continental climate zone
3. In which climate is the wine industry most successful?
A Steppe B Savanna C Equatorial D Mediterranean
4. What influences the growth of tropical rain forests?
A heavy rainfall and high temperatures all year round
B competition by plants for sunlight
C hot, wet summers and cool, dry winters
D cool, wet winters and hot, dry summers



5. Which type of climate is shown by this climate graph?
A Equatorial
B Mediterranean
C Semi-arid
D Savanna
6. Which month receives the highest rainfall?
A June B July C August D September
7. Which 3 seasons are experienced here?
A hot and wet, hot and dry, humid
B hot and dry, cool and dry, hot and wet
C cold and dry, hot and wet, cool and wet
D humid, hot and wet, cool and dry
8. Which human activity is most common in the savanna?
A shifting cultivation B viticulture
C nomadic pastoralism D lumbering
9. In which desert do the Bedouin live?
A Sahara B Sahel C Kalahari D Arabian
10. Why do the Bedouin NOT keep as many cattle as the Batswana?
A the dense population limits grazing land
B the tsetse fly give the cattle trypanosomiasis
C they practice commercial crop farming
D there is very little rainfall and sparse vegetation

Structured and Essay Questions


Fulani boys watering their cattle

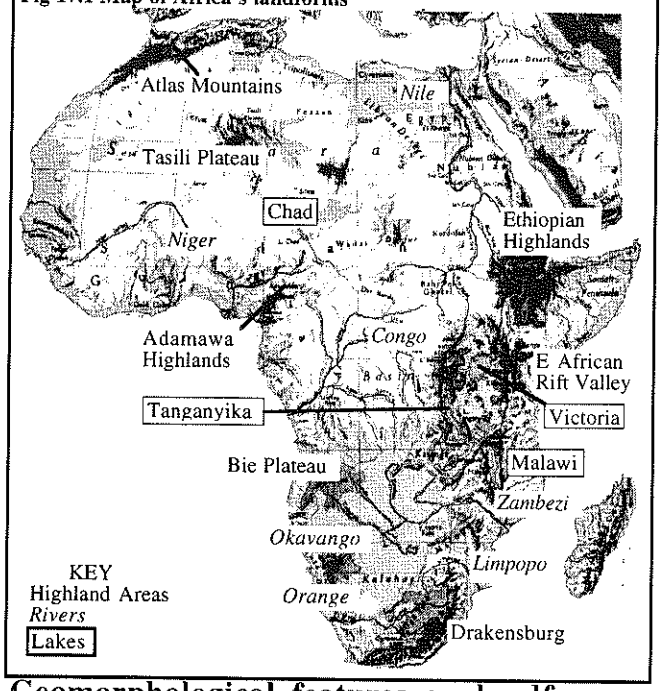
1a) In which climatic region do the Fulani live?
b) What type of agriculture do they practice?
c) Give THREE reasons why they move over a wide area.

2a) Explain the relationship between the physical environment and culture.
b) Describe the lifestyle of either the Khoesan or the Herero.

17 AFRICA'S LANDFORMS

Geomorphology is the study of the shape of the earth. **Geo** (earth) **morph** (shape) **ology** (study of)

Fig 17.1 Map of Africa's landforms



Geomorphological features are **landforms** such as **craters, deltas, lakes, mountains** and **valleys.** Most of these features were formed tens of thousands of years ago, but they are slowly being altered by **erosion, weathering** and by **human activities.**

Formation processes

The earth's crust is broken into enormous pieces called plates, which are always moving. On top of these plates are the 7 continents. Some continents are moving closer together, and some are moving apart, so this process is called **continental drift.**

A **plate boundary** is the place where two plates meet. Plates which are being pushed towards each other have a **destructive** plate boundary, and

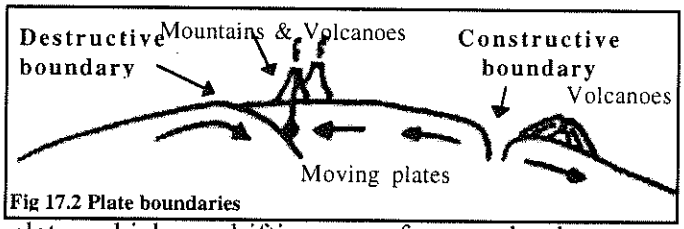


Fig 17.2 Plate boundaries

plates which are drifting away from each other have a **constructive** plate boundary. It is on these plate boundaries that the different geomorphological features (landforms) are made.

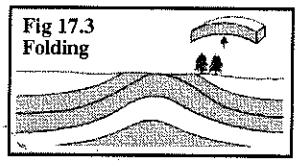


Fig 17.3 Folding

When two plates push towards each other, the earth's surface (crust) is put under great pressure and may either bend or crack. If the crust bends, the process is called **folding.**

If it cracks, it is called **faulting. Earthquakes** sometimes occur along fault lines which can make the earth's crust shake.

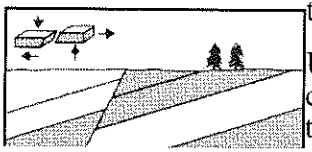


Fig 17.4 Faulting

Underneath the earth's crust, the rock is so hot, that it is a liquid called **magma.** If there is a crack in the crust, the magma rises up to the surface then it is known as **lava.**

Volcanoes are formed on plate boundaries where the magma rises up through cracks in the earth's surface. On a destructive plate boundary volcanoes are usually steep-sided, and explosive. Magma rises up a crack called a **pipe** into the **crater**, then it flows down the side of the volcano as **lava.**

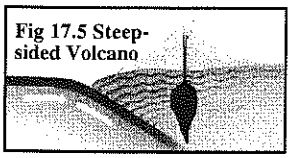


Fig 17.5 Steep-sided Volcano

On a constructive plate boundary volcanoes are gentle-sided, and not usually explosive. Mt. Kilimanjaro and Mt. Kenya are examples of these volcanoes. The lava is very rich in minerals, so once it has been broken down it forms very fertile soil. This is why you find many people living near these ancient volcanoes, and growing a great variety of fruit and vegetables. Also, it is in these volcanic pipes that diamonds are found such as Jwaneng, Orapa or Kimberley.

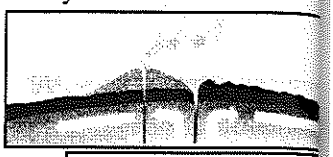


Fig 17.6 Gentle-sided Volcan

Craters

The crater is the depression in the top of the volcano. Sometimes the lava will cool and block the top of the pipe. This usually causes a massive explosion as pressure builds up inside the volcano. Sometimes the pressure is so great that it blows the top of the volcano off. This results in a huge crater called a **caldera.** In dormant (sleeping) volcanoes, vegetation will grow in the bottom of the crater and lakes are filled by the rains which fall on high mountains. This makes them good places for fishing or irrigation. The **Ngorongoro crater** in Tanzania is famous for its wildlife and associated tourist industry.

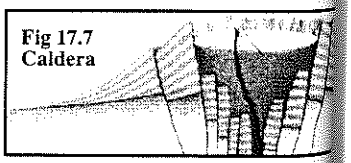


Fig 17.7 Caldera

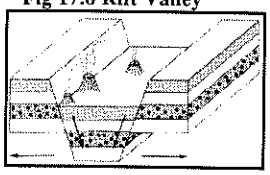
Mountains

Mountain ranges are also formed on plate boundaries. As the plates are pushed together the crust may **fold** to produce **fold mountains** such as the Atlas mountains in North Africa. Or the crust may crack and the ground may be pushed upwards along the **fault** lines. A mountain pushed up between 2 faults is called a **horst** e.g. the Drakensburg in South Africa.

Valleys are low areas between hills. The most famous valley in Africa is the Great (or East African) Rift Valley which stretches from the Red Sea in the north as far south as the Okavango delta, for over 4800km.

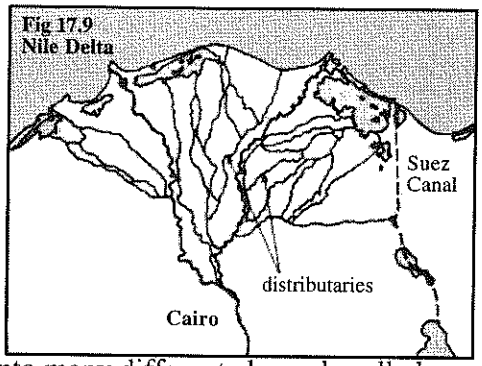
A **rift valley** is formed as the crust is pulled apart under tension and a whole block of land drops down, along lines of faulting. It is along these fault lines that the magma is able to rise to form volcanoes. The **block mountains** on each side of the rift valley are called **horsts**. Along the East African Rift Valley are lakes such as Malawi, Tanganyika, Albert, Turkana etc. These lakes are used for fishing and irrigation of crops. Rivers often flow along valleys as they are fed by rainfall on the highland areas. For example, the River Limpopo runs in a valley between the Eastern hills and the Tswapong hills. The valley is used for commercial farming, as it has rich alluvial soils which are deposited by the river e.g. Tuli block.

Fig 17.8 Rift Valley



Deltas are usually caused when a river flows into the sea, or into a lake. This is because the river slows down and starts to deposit all the material that it has been carrying. The river is then forced to flow over what it has deposited and it splits up into many different channels called **distributaries** e.g. the Nile Delta.

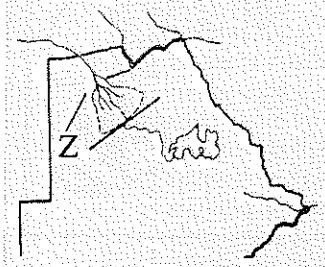
Fig 17.9
Nile Delta



The Okavango delta is quite unusual. It was caused as a result of earth movements and faulting, at the southern end of the rift valley. The two **fault lines** caused a block of land to sink forming a **trough**, or valley. All the water from the Okavango river flowed into this trough where it was trapped, and deposited all its sediment. The Okavango River starts in the Bie plateau in the Angolan highlands, flows across the Caprivi strip in Namibia, and then slows down in the Kalahari desert where the water evaporates. The alluvial soil of the delta is very fertile for crop production, and the river itself is used for fishing. The delta is also a famous tourist destination, and the tourist industry provides many jobs for local people.

Multiple Choice Questions

1. What are the 2 lines marked Z?
A rivers
B fault lines



C valley
D dam walls

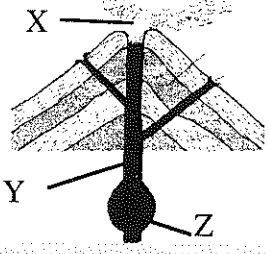
2. How was the Okavango delta formed?
A when the river flowed into the sea and deposited sediment
B when the river water was evaporated by the sun
C when the river was trapped in a flat trough, and deposited sediment
D when the river flowed into the Makgadikgadi lake

3. Many people live close to Mt. Kilimanjaro because
A they like to look at the beautiful volcano
B they like to experience volcanic eruptions
C they mine diamonds found in the volcanic pipe
D the volcanic soil is very fertile for growing crops

4. Giant sections of the earth's crust are always moving. What is this process called?
A continental drift B folding
C faulting D plate boundaries

5. Where are steep-sided volcanoes formed?
A on constructive plate boundaries
B on destructive plate boundaries
C on top of fold mountains
D in the East African rift valley

6. Which part of the volcano is labelled X?
A pipe B lava C valley D crater



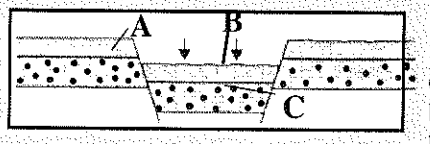
7. Which feature is labelled Z?
A lava B magma
C fault line D pipe

8. Which minerals are sometimes found in Y?
A gold B diamonds
C silver D rubies

9. Which of the following lakes is NOT found in the East African Rift Valley?
A Turkana B Malawi C Tanganyika D Chad

10. Which landform are you likely to find at a constructive plate boundary?
A a steep-sided volcano B a fold mountain
C a gentle-sided volcano D a caldera

Structured and Essay Questions



1a) Draw and label the following parts of the diagram, A, B and C
b) Give an example of this landform, in Africa
c) Describe the process which may have formed this feature.

2a) Name FIVE geomorphological features.
b) Describe how humans make use of THREE of the features you have named.

18 SUSTAINABLE DEVELOPMENT

Sustainable Development refers to economic and/or social development that can be continued or kept going. Development in many countries is taking place at the expense of the environment e.g. natural resources are being depleted and the environment is degraded. The **natural resource base** can only continue contributing to development if the resources are used in a sustainable way and conserved where possible.

Exhaustion of natural resources: The world's resources are limited. Some resources are **non-renewable** which means that once they have been used they can not be replaced. The world's supply of crude oil, from where we get our petrol and other fuels will some day run out and alternative fuels will then have to be found. **Renewable resources** can be **replaced, restored or recycled** with proper management.

1) Timber is a limited but replaceable (renewable) resource. If the world's forests are cut down without being replanted, timber will be used up.
2) Fish stocks and **wildlife** can only be sustained if fishing and hunting are controlled and their habitat is conserved e.g. through National Parks.
3) Agricultural land must be properly managed or it will become infertile as all the nutrients in the soil are used up.
4) Water is another limited resource that can become exhausted or degraded if it is not managed properly e.g. through pollution.

Africa's physical environment presents a number of challenges for sustainable development such as

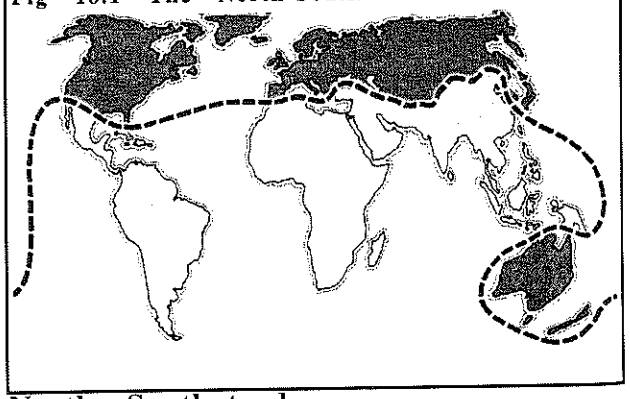
- **Arid conditions** which make agriculture difficult. About a quarter of the continent consists of the world's largest desert: the Sahara.
- **Drought** which is a common problem in many African countries, including Botswana.
- **Fragile tropical rain forest**, which is being deforested, and may disappear if it is not managed in a sustainable way.
- **Low fertility** of many tropical soils, especially where vegetation has been removed. Exposed soils quickly lose their nutrients.
- **Tropical pests & diseases**, such as tsetse fly, which primarily preys on livestock and malaria, which is a major threat to human life.

Africa's environmental challenges must be balanced against its wealth in natural resources. Africa is especially blessed with mineral wealth (e.g. Botswana's diamonds). Other countries also rely on their mineral wealth i.e. Zaire and Zambia with copper and cobalt; Algeria, Angola, Nigeria, Gabon with oil; South Africa with gold. African countries also benefit from their agricultural capacities e.g. Botswana's beef has an international reputation for its quality, as does East African coffee and West African cocoa.

Much of Africa's natural resources, such as its mineral wealth and timber is exported to Europe as **raw materials or commodities.** Then they are turned into **finished products**. For example most of Botswana's diamonds are turned into either fine jewellery or industrial cutters in Europe, Asia or North America. In this way **value is added** to Africa's exports elsewhere, meaning that Africa benefits less from its resources than would be the case if it produced more finished products and exported less raw materials.

Africa's economy also suffers from fluctuations (rises and falls) in the **commodity prices** of its raw material exports. While Botswana has benefited from the relative stability of diamond prices, Zambia and Zaire have suffered greatly from falling copper prices, as has Namibia due to less demand for its uranium.

Fig 18.1 The North-South Divide



North—South trade

Generally the world's more industrialised countries, sometimes called the "North", get the greatest benefit from international trade. Less developed countries in Africa, Asia, and Latin America (the "South") rely on the export of raw materials which are sold at a low price. This results in economic **underdevelopment** because the poorer countries do not benefit from the **value added** to minerals after processing. This pattern is a result of the colonial era when many of the nations in the South were colonised by European powers (see Chapter 11).

Africa is the world's least developed continent in terms of its industrial capacity. To overcome this disadvantage a number of African economic groupings have been formed:

The Economic Community of West African States (ECOWAS) was formed in 1975 in Lagos, Nigeria. It unites 16 West African nations with the goal of promoting economic co-operation through the free movement of goods, services and people among its member states. The goals have yet to be fully realised.

The Southern African Development Community (SADC) unites 12 Southern African states, including Botswana around the goal of evolving a closer political, as well as economic ties. (see Chapter 15)

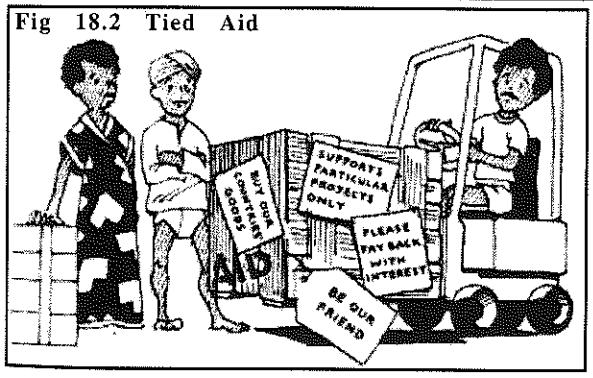
The Preferential Trade Area (PTA) was formed in 1981 by 19 Eastern and Southern African States to promote more regional trade. It members are discussing ways of transforming the organisation into a economic community of Eastern and Southern African states.

The Southern African Customs Union (SACU) has, since 1910, linked Botswana with South African, Lesotho, Namibia and Swaziland. Customs are duties or fees paid on imports. Goods imported by SACU members from outside SACU pay a common customs fee.

Table 18.1 The relationship between the developing and developed countries

	Developing	Developed
Political	Mostly in the South Former colonies. Adapting western style democracy.	Mostly in the North Former colonisers. Expect their political systems to be copied in other countries
Economic	Poor & very poor countries. Great mineral resource wealth. Export cheap raw materials. Import expensive manufactured goods. Receive aid, but it is often given on certain conditions (**tied**).	Much richer than the South. Fewer mineral resources. Import cheap raw materials. Export expensive manufactured goods. Give aid.
Cultural	Use language of former colonisers. Adopt western dress. Adapt western religions and values.	Use their own language. Spread their culture and values through the media.

Fig 18.2 Tied Aid



Multiple Choice Questions

1. A major problem facing Africa in its efforts to achieve sustainable development is that
A there are not enough people
B there are few natural resources
C there is a shortage of capital or money to invest
D there are no local markets for products

2. Which of the following organisations has the largest membership?
A ECOWAS B PTA C Commonwealth D SACU

3. Which resource is NOT being depleted or degraded due to rapid development?
A sunlight B water C arable land D wildlife

4. Arable agriculture in Africa is most challenged by which of the following?
A tsetse fly and low soil fertility
B wildlife and malaria
C low soil fertility and drought
D too many trees and too much wildlife

5. Which of the following is an example of a raw material?
A textiles B wood carvings
C gold bars D rough diamonds

6. Oil is a major export of
A Zambia B South Africa
C Namibia D Nigeria

7. Which of the following is an example of "North—South" economic relations?
A Botswana—Zambia trade
B Zambia—India trade
C British— Swedish trade
D Swedish—Namibia trade

8. SACU does not link Botswana to which of the following?
A Zimbabwe B South Africa
C Namibia D Swaziland

9. ECOWAS was founded in
A Lagos, Nigeria
B Gaborone, Botswana
C Lome, Togo
D New York, USA

10. The world's largest desert is in
A Asia B Arabia
C Australia D Africa

Structured and Essay Questions

1a) List FOUR raw material found in Africa.
b) Describe the benefits that these raw materials bring to their countries.
c) Discuss the problems of relying on mineral exports.

2. Using the illustration opposite to help you (Fig.18.2) explain what is meant by the term 'Tied Aid'?

3a) What is sustainable development?
b) List and explain FIVE problems facing Africa as it works towards sustained development.
c) Briefly describe how you believe North-South economic relations could be made more fairer?

19 THE WORLD ENVIRONMENTS

An **environmental zone** is an area of the world which has a particular climate, vegetation, and soil.

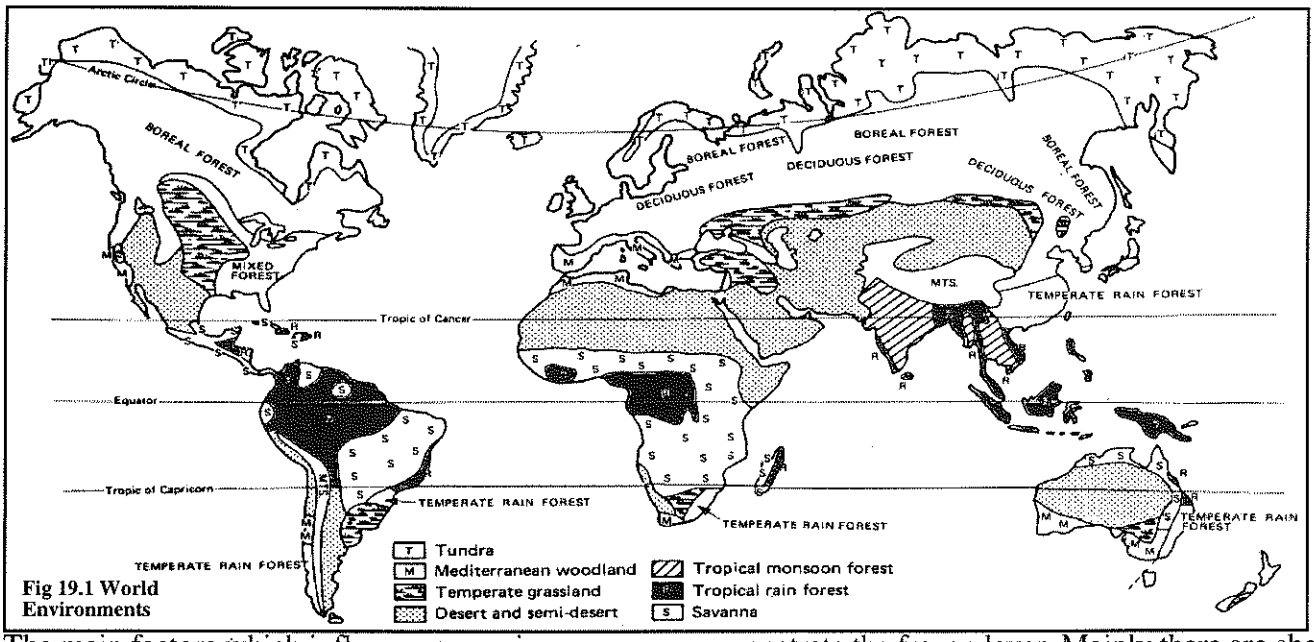


Fig 19.1 World Environments

The main factors which influence an environmental zone are **latitude** (distance from the Equator), **altitude** (height above sea level), and distance from the **ocean.**

a) **Latitude** : (i) The amount of **sunshine** an area receives depends on its latitude. Most **direct insolation** (heat from the sun) is received at the Equator, so it is very hot, all year round. Near the North and South poles the sun's rays have to heat up a larger area, so the earth's surface remains cooler. (ii) **Global circulation of air**: Because the Equator is hotter than the poles, this causes global circulation of air, which carries moisture (and therefore rain) with it.

b) **Altitude** : Mountainous areas such as the steppe zones have cooler weather.

c) **Oceans** : as the air blows over the oceans it picks up rain. Between the tropics and the Equator the wind blows from east to west, so most moisture is dropped on the East of the continents, and the western sides are much drier.

Characteristics of Environment Zones

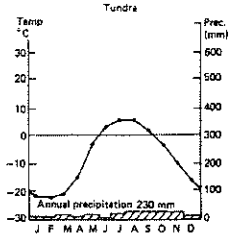
Characteristics include: (a) **location**, (b) **temperature**, (c) **precipitation** (rain, mist or snow), d) **soil**, (e) **vegetation** and (f) **animal life** .

1. Cold Deserts (Tundra)

a) This is a cold, dry desert, found near the North pole. Latitude 66.5°N - 90°N

b) Temperatures vary from -20°C in winter, to 10°C in summer. It is very cold because the sun's rays do not heat up the earth very much. c) Precipitation falls in the form of snow, and is only 230mm per year. d) Soil is nearly always frozen, called **permafrost**. e) Plants have short, spreading roots because they cannot penetrate the frozen layer. Mainly there are short plants, grasses, moss and lichen. f) In the sea are fish, seals, whales, walruses and sea birds. On land are caribou, fox, polar bear and reindeer. They all have very thick fur to keep warm.

Fig 19.2 Tundra



2. Hot Dry Deserts:

a) Location: these are found on the Tropics of Cancer and Capricorn, where the sinking air contains no moisture. They are usually on the western side of the continents because air blowi from the east has deposited its rainfall before reaching these regions. b) During the day the desert is very hot, but may be 0°C at night because there is no vegetation to store the heat. c) There is very little rain which may only come once. Maximum of 250mm per year but often le than 20mm per year. d) Soils are sandy and infertile as there is little vegetation to form humu e) Very little vegetation except at **oases** where t water is near the surface. Plants have long roots and fleshy branches to store water e.g. the cactu or the date palm. f) There are few large wild animals in the hot desert, because there is not much food or water except at the oases. However, the camel is a famous desert traveller because it can store water in its hump. Also reptiles like snails and lizards are well adapted t the desert climate.

3. Tropical Rain forest:

a) Found on the Equator.

b) About 28°C all year round because the sun's insolation heats up the earth. c) Rainfall occurs almost everyday because of the hot, rising air. Annual rainfall is over 2000mm, and can be up 3500mm. d) Very fertile soil because all the vegetation forms humus. e) Thousands of different varieties of plants, including trees of 50m tall, and mangrove swamps. f) Over 1000 different species of birds, many animals living

the trees and on the ground, and many fish in the rivers.

Other World Environmental Zones

4. The ***Semi-desert*** zones: Areas near the edge of the main deserts which receive enough rain for small trees and shrubs to survive. (e.g. Kalahari).
5. The ***Savanna*** zones: Located between the tropical rain forests and the desert. There is only one wet season so the vegetation is grassland with scattered trees. Africa's famous wildlife lives here.
6. The ***Mediterranean*** zone is located around the mediterranean sea, (in countries like Greece, Italy and Tunisia,) and around Cape Town. The winters are warm and the summers are hot.
7. The ***Steppe*** zones are found in the mid-latitudes (30°N-50°N & S of the Equator). These are highland areas like the Ethiopian plateau and Central Russian uplands. Winters are cold, and vegetation is deciduous and boreal forest.
8. The ***Tropical Monsoon*** zones are found in India, South East Asia and West Africa; regions which are near the oceans. There is only one wet season, but it can bring over 1 000mm of rain in a year. Temperatures are high and constant, 20-30°C.
9. The ***Temperate*** zones have four seasons: spring, summer, autumn and winter. They are usually humid and include the prairies and veld. They are very good for crop production.

World Environment And Culture

Traditionally, people's culture and their way of making a living depended on their environment. This is particularly true with regard to their dress, traditional food and technology. Other parts of culture include language and music.

1. Tundra: the Inuit (Eskimos) of Greenland

Continent: North America. Traditional Dress: hooded jacket (parka), trousers, mittens and boots (mukluk).
Traditional food: caribou, birds and fish.
Technology: originally bows and arrows, now rifles, traps and skidoos for hunting.

2. Temperate zone: the Scottish of Scotland

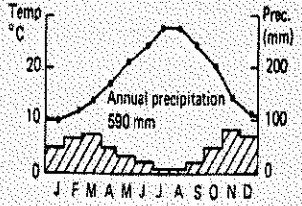
Continent: Europe. Traditional Dress: the tartan kilt, sporan and jacket. Traditional food: haggis (stuffed sheep's stomach). Technology: oil, ship building, sheep farming. Music: the bagpipes. Language: Gaelic and English.

3. Tropical Monsoon: The Singalese, Sri Lanka

Continent : Asia. Traditional Dress: the sari for women, a sarong for men. Traditional food: rice and curry. Technology: rice cultivation in padi fields. Language: Singala.

Multiple Choice Questions

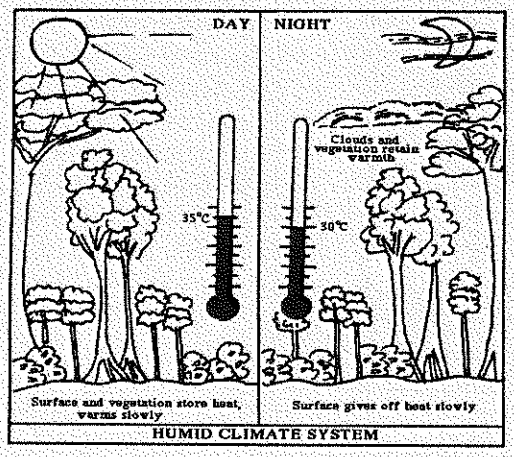
1 The environmental zone located on the Equator is
A hot desert B tropical rain forest C tundra D savanna
2. The vegetation which grows in tundra regions has
A short roots and very tall stems
B long roots and fleshy branches
C spreading surface roots and short stems
D spreading roots and very tall stems
3. Hot desert regions are found
A at 23°N and S of the Equator, on the east of continents
C in the equatorial climate zones
D at the Tropics, on the west of continents
4. Which of the following environmental zones are only found more than 20°N of the Equator?
A tundra, hot desert and mediterranean
B tundra, tropical rain forest and steppe
C savanna, steppe and desert
D tropical rain forest, mediterranean and semi desert
5. Why is it hotter at the equator than at the poles?
A because the poles are nearer the sun
B because the poles faces the sun all year round
C because the sun's rays heat up a smaller surface area
D because there is snow in the tundra zone
6. Which environmental zone has the greatest number of animals?
A savanna B steppe C rain forest D mediterranean
7. This climate graph shows
A rain forest B savanna
C desert D mediterranean



8. Which aspects of culture are most closely related to the environment?
A dress and language
B dress and food
C dress and music
D food and religion
9. The jacket worn by the Inuit is called
A a parka B a kilt C a sarong D a mukluk
10. Which zone covers most of Southern Africa?
A temperate B savanna C semi-desert D desert

Structured and Essay Questions

1.a) On a base map, shade on the (i) tundra zones (ii) desert zones (iii) tropical rain forest zones.
b) Describe the culture of one ethnic group living in an environmental zone using the headings
(i) dress (ii) traditional food (iii) way of making a living.



2a) Which environmental zone has a humid climate system (see map on World Environments: Fig 19.1)?
b) What is daily range of temperature (difference between maximum and minimum) in the diagram above?
c) There are many species of animal in this zone, which THREE places do they live in?
d) Give an example of TWO countries where you would find this zone.
e) Comment on the frequency of rainfall in this zone.

20 AGRICULTURE

Economic development is the process of improving the production and distribution of a country's wealth and resources. The aim is to improve the standard of living of the people in a country. Botswana is trying to develop the agricultural sector to improve the health and wealth of the people and to make the country more **self reliant**.

Comparative advantage in agriculture refers to the ability to produce better quality or cheaper agricultural products than other people. Comparative advantage depends on **physical, social, economic** and **political** factors.

1. **Physical factors** include climate, soil, animals, pests and vegetation. Most of Botswana is semi-desert which means that horticulture (vegetable production) is not as successful as in South Africa (RSA) or Zimbabwe. Therefore Botswana does not have a comparative advantage in horticulture.
2. **Social factors** include the knowledge, skills and attitudes of the people as well as population density and distribution. Due to culture, most Batswana have knowledge and skills in cattle production. Also, the low population density and large grazing areas give Botswana a comparative advantage in beef production. The quality of beef is good and the cost of production is low.
3. **Economic and political factors** refer to the capital (money) available for buying machinery, fertilisers etc. Governments often give financial incentives to encourage farmers to produce certain agricultural products.

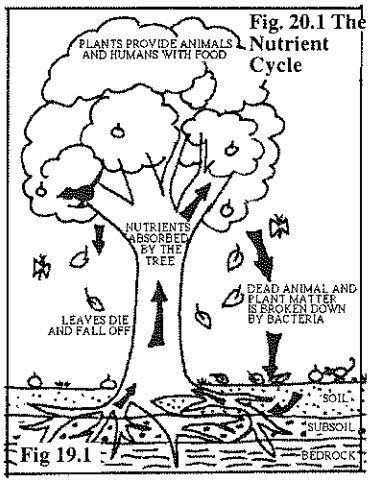

PLANTS PROVIDE ANIMALS AND HUMANS WITH FOOD
NUTRIENTS ABSORBED BY THE TREE
LEAVES DIE AND FALL OFF
DEAD ANIMAL AND PLANT MATTER IS BROKEN DOWN BY BACTERIA
SOIL
SUBSOIL
BEDROCK
Fig. 20.1 The Nutrient Cycle

Fig 19.1

Sustainability
The physical environment provides the natural (or organic) resources which are necessary for agriculture. These resources include soil, water and plants, and are often known as **sustainable resources.** Sustainability means to keep going continuously, or to conserve an ecological (natural) balance by managing resources carefully. Humans, plants, animals and the soil all depend on each other for **nutrients**, and poor management can break the cycle.

Forms of agriculture in Botswana
Pastoral (livestock) farming and **arable** (crop) farming are the main types of agriculture in Botswana, but these can be divided according to their form of **economic organisation**:
Subsistence: Farmers aim to grow enough food to feed their families. Surplus food is stored for future consumption. Subsistence farmers may be nomadic (moving from place to place), or sedentary (staying in one place).
Semi-commercial farmers also aim to feed their families but they sell their surplus for profit in order to buy goods and services they may need.
Commercial farmers produce food to sell at a profit. They aim to make as much money as possible, either by specialising in one crop or animal, or by producing a wide variety of products

Sustainable Economic Resources
If agriculture is well managed it provides important sustainable economic resources. These are used for food or as raw materials. Meat products include chilled or frozen boneless beef, and corned beef which are processed at BMC. Resources from the arable sector include sorghum, maize, pulses, sunflower seeds, groundnuts and wheat, which are bought from farmers by the Botswana Agricultural Marketing Board (BAMB).

Fig 20.2 Animal products exports in 1995

1995 Exports: Botswana	
Meat products	P132,836,000
Live Animals	P 1,608,000
Hides and Skins	P 29,066,000

The Importance of Cattle in Botswana
Social: Cattle provide meat, milk and draught power. They are also used for religious festivals, funerals and weddings, and for paying *bogadi*. Owning many cattle also gives people **status**.
Economic: They are an important source of income when sold to individuals, local butcheries or BMC. They also provide the country with foreign exchange when exported.

The National Policy on Agricultural Development (1991)
The new Agricultural Policy is trying to promote sustainable development of the agricultural sector, and solve some of Botswana's agricultural problems. The policy's objectives include, to:
1) improve food security at household and national levels
2) diversify the agricultural sector to create more income opportunities
3) increase agricultural output and productivity
4) increase employment opportunities for the fast growing labour force
5) provide a secure and productive environment for agriculturalists
6) conserve scarce agricultural and land resources for future generations
The policy looks at 3 main areas of agriculture:
1. **Cattle** Over-stocking and overgrazing have caused low productivity and range degradation. The new policy has expanded the Tribal Grazing Land Policy (TGLP) of 1975 to allow individuals and communities to fence land to improve productivity and ensure sustainable use of range resources. Sustainable livestock production is only possible by:
1) increasing off-take (sending animals for slaughter)

2) encouraging new management systems
3) teaching people better methods of herd and range management.

2. **Crops** The arable sector is not productive due to poor soils and infrequent rainfall, poor management and an unskilled labour force, lack of appropriate technology, lack of diversification, poorly developed infrastructure (e.g. roads) and cheap imports from South Africa due to SACU free trade. Possible solutions have been identified:
The policy aims to achieve **food security** and not self-sufficiency. This is because Botswana does not have a **comparative advantage** in growing crops. However, government assistance programmes try to improve crop production for household food security such as:
- Accelerated Rainfed Arable Programme (ARAP)
- Arable Land Development Programme (ALDEP),
- Financial Assistance Policy (FAP)

3. **Veld Products (forestry and range resources)** Rangeland degradation reduces grazing land for cattle and also wastes valuable renewable resources. Solutions include:

1) trying to develop forestry to encourage sustainable harvesting of trees to meet the needs of timber and firewood users.
2) encouraging small-scale plantation of indigenous and exotic fruit trees.
3) constructing firebreaks to help range management
4) research and education to improve agricultural productivity.

Wise Agricultural Choices for Botswana
Agriculture can best be developed by diversifying production to provide more sources of income and employment for people in rural areas. This could also improve food security at household and national levels. The Ministry of Agriculture is encouraging sustainable agricultural development in the livestock and arable sector. It is important to be able to make a living out of agriculture, but it must not be at the expense of the environment.

Multiple Choice Questions

1. Economic development is
A the use of a country's resources to improve the standard of living of the population
B the rise in the Gross Domestic Product of a country
C an increase in per capita income
D the use of natural resources to improve the standard of living of the government
2. Agriculture is part of which economic sector?
A Tertiary B Secondary C Mining D Primary
3. Which type of agriculture is traditional pastoral farming?
A sedentary subsistence B sedentary commercial
C nomadic farming D nomadic sedentary
4. Sustainable agricultural development
A uses heavy machinery and irrigation
B maintains an ecological balance
C causes soil erosion and desertification
D produces the same agricultural output each year
5. Which of the following is not an assistance programme?
A NDB B FAP C ARAP D ALDEP
6. Botswana's arable subsector is helped by
A infertile sandy soil
B unfavourable weather conditions
C loans from financial institutions D pests and diseases
7. The 1991 Agricultural policy does NOT hope to
A encourage export of cereals to RSA
B diversify the agricultural sector
C increase output and productivity
D conserve land resources for future generations
8. Botswana's Agricultural Development Policy is based on the concepts of
A comparative advantage and environmental degradation
B self sufficiency and environmental conservation
C self sufficiency and sustainability
D sustainability and comparative advantage
9. Livestock production can only be sustainable by
A fencing communal land and increasing herd size
B providing infrastructure and encouraging overgrazing
C increasing off-take and improving management systems
D slaughtering more animals and increasing herd size
10. Botswana has a comparative advantage over RSA in
A vegetables B wheat C beef D sorghum

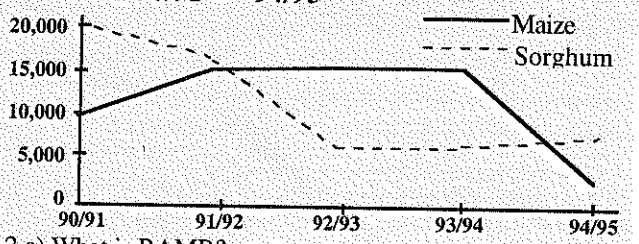
Structured and Essay Questions

Agriculture in Botswana's Households (1991)

Ownership of :	% of House holds	Cultivation of :	% of House holds
Cattle	45%	Maize	26%
Goats	54%	Millet	10%
Sheep	11%	Sorghum	32%
Pigs	1%	Beans	22%
Poultry	48%		
Donkeys/Horses	22%	Other	17%
None	31%	None	62%

1 a) What percentage of Botswana's households own cattle?
b) Which type of livestock is most commonly owned?
c) Describe THREE ways in which livestock production can be sustainable.
d) Which field crop is cultivated by most households?
e) Give THREE reasons why 62% of Botswana's households do not cultivate crops.
f) Draw TWO bar graphs to illustrate this statistical data.

BAMB crop purchases (tonnes) 1990/91 - 94/95



2 a) What is BAMB?
b) How many tonnes of sorghum were bought by BAMB in 1991/92?
c) Give TWO reasons why you think more maize was purchased than sorghum between 1992 and 1994.
d) Explain why the government helps to finance arable farming even though the products are more expensive than imports from RSA.

21 MINING

Mining is the process of extracting **minerals** and **mineral ores** from the ground. It is a **primary industry** which means it is an activity taking place to produce raw materials. Minerals have four main uses:

1. **Metal production** e.g. copper-nickel, iron ore
2. **Jewellery, ornaments & bullion production** -gold, silver & diamonds
3. **Chemical production** e.g. coal, soda ash.
4. **Construction** e.g. limestone, gravel, clay.

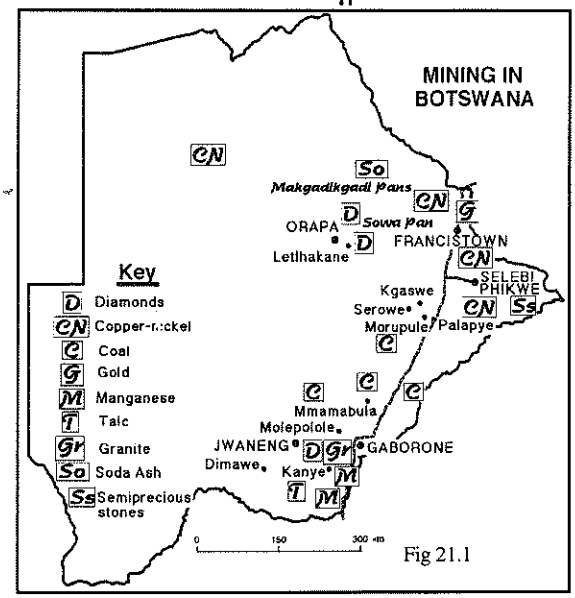


Fig 21.1

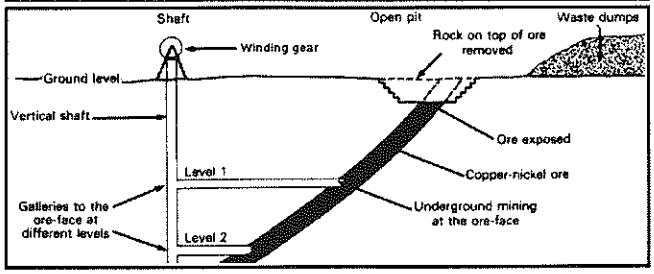
Types of mining

1. **Surface mining** e.g. quarrying, hand picking or panning, strip mining, open pit or open cast.
2. **Sub-surface mining** e.g. shaft mining, box cut, drift mining.

The method is chosen depending on factors such as the **depth** of the mineral bearing rock, the **cost** of extracting the mineral and **safety**.

Table 21.1 Methods of Mining

Type of Mining	Shaft Mining	Open pit/ cast Mining
Advantages	Provides access to deeper mineral deposits	Suitable for minerals found near the surface
Disadvantages	i) More expensive than open pit mining ii) Safety - shafts may collapse and kill people. iii) Lack of oxygen and poisonous gases under-ground may be a health hazard. iv) Very hot in deep mines up to 50°C in RSA	i)Environ-mental impact: - soil erosion - spoiling the natural landscape ii) Health risks - dust created



Stages of exploiting minerals

1. **Extraction** of mineral bearing rock
2. **Processing**. Copper-nickel: crushing, concentrating and smelting. Diamonds: crushing, separating, drying and sorting
3. **Exportation** (either for further refining and processing or for sale)

Minerals, Destinations and Uses

Diamonds (Orapa, Letlhakhane and Jwaneng). All of Botswana's diamonds are mined by Debswana (50% owned by the Botswana Government and 50% owned by De Beers). The stones are transported to Orapa house for sorting, then the Botswana Diamond Valuing Company (BDVC) for valuing, then Switzerland or UK for sale at the Central Selling Organisation (CSO). Rough diamonds may be imported back to Botswana for cutting & polishing at Teemane Manufacturing Co., Serowe and Lazare Kaplan, Molepolole. Gemstones are used for jewellery and sold internationally. Industrial diamonds are used for cutting tools and drilling machines

Copper Nickel (Selebi Phikwe) is sent to Zimbabwe and USA for refining, and then to other countries to be made into manufactured goods. Copper is used for electrical appliances, electrical transmission lines, electronics (TVs and Computers), paint & copper sulphate. Nickel is used for steel and talc making and for galvanising other metals to protect them from rust.

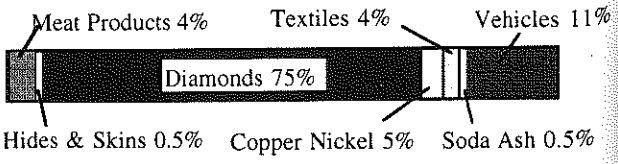
Coal (Morupule) is not exported outside Botswana. It is used at Morupule Power Station for thermal electricity, and as a source of fuel for domestic heating & cooking. It is also used in gas and petrol manufacture of drugs, plastics & tar

Soda Ash (Sua Pan) is transported to markets in RSA, Zambia, Zimbabwe, Malawi. It is used in the steel industry and the chemical industry, for detergent, common salt, and glass making.

The Importance of Mining in Botswana

1. 10 000 jobs are provided
2. Training in management and scientific skills
3. Improvements have been made to roads, railways, water supply and electricity.
4. Towns grow up around mines and create more jobs, particularly in the service industries.
5. Rapid growth of GDP and government income
6. Minerals make up 80% of Botswana's export earnings, and bring foreign exchange.
7. The Botswana Government also owns 5% of De Beers which owns diamond mines throughout the world, so they receive income from these mines as well as Botswana's diamonds.

Fig 21.2 1995 Botswana's Export Earnings



Problems facing the mining sector

1. Botswana cannot control world mineral prices so the economy is at risk if the prices go down.
2. Only 50% of the profit from diamonds goes to Botswana's government, 50% is taken by De Beers and spent overseas.
3. Botswana is dependent on foreign multi-national companies.
4. Many skilled jobs in mining are still held by expatriates although localisation is taking place.
5. High cost of mineral developments forced Botswana to borrow money, which has to be paid back at high rates of interest.
6. Environmental impact e.g. pollution.
   - air pollution in Selebi Phikwe
   - landscape degradation at open cast mines
7. There are no refining industries in the country so Botswana loses out on the value added to minerals after they have been processed
8. Botswana's minerals such as coal and soda ash are not competitive on the world market

Possible Solutions

1. Botswana's economy must diversify so that it is not dependent on the world price of minerals.
2. Batswana should be trained to be able to perform many of the specialised jobs needed in the mining industry. Then they could replace the expatriate workforce.

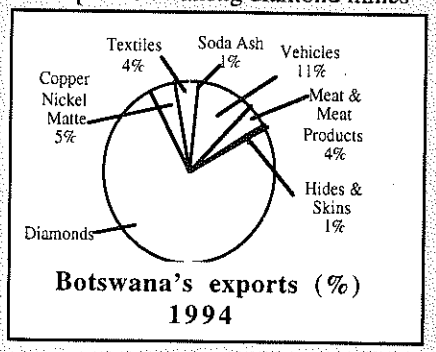
Multiple Choice Questions

1. Which of the following is NOT an example of surface mining?
A quarrying B open cast C hand-picking D shaft mining

2. In which order is copper-nickel processed?
A extraction, crushing, exportation and concentrating
B extraction, crushing, concentrating and smelting
C crushing, smelting, exportation and concentrating
D crushing, concentration, extraction and exportation

3. Which of the following is an advantage of shaft mining
A it is a cheap way of extracting minerals
B in deep shafts the temperature may be 50°C
C it provides access to deeper deposits of ores
D there are few health hazards for mine workers.

4. Botswana's rough diamonds are cut and polished at
A De Beers
B Lazare Kaplan
C Orapa house
D Orapa and Jwaneng diamond mines



Botswana's exports (%) 1994

5. What percentage of Botswana's exports is accounted for by diamonds?
A 24% B 74%
C 70% D 76%

6. Soda ash is used for
A jewellery and bullion production
B chemical production and construction
C metal and chemical production
D construction and ornaments

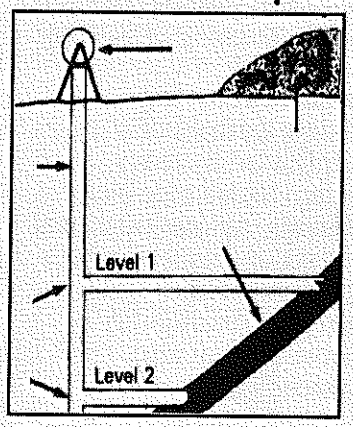
7. Which of Botswana's minerals is used for protecting other metals from rust?
A nickel B diamonds C soda ash D copper

8. Botswana's coal is NOT used for
A earning foreign exchange B smelting copper nickel
C producing electricity D creating employment

9. The following are advantages of the mining industry EXCEPT?
A creation of unemployment
B rapid growth of G.D.P. and government income
C improvement of roads, railways, water supplies and electricity
D training of people in management and scientific skills

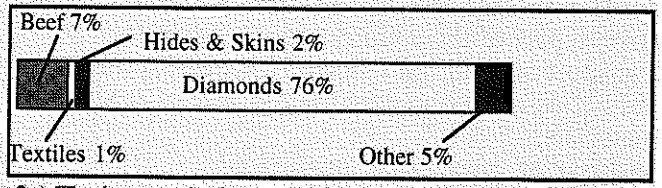
10. Which of the following is NOT an environmental impact of mining?
A air pollution is a problem in Selebi Phikwe
B open pit mines spoil the landscape
C plant life is affected by sulphur dioxide
D mine shafts may collapse and kill people

Structured and Essay Questions



1a) Copy the diagram and add the correct labels.
b) Describe the advantages of shaft mining.
c) Explain the disadvantages of shaft mining under the following headings:
i) economic disadvantages
ii) health issues
d) Which of Botswana's minerals are mined in shaft mines?

Botswana's Exports 1986 (%)



2a) The bar graph above shows Botswana's exports in 1986. Use the statistics below to draw a similar divided bar graph to show Botswana's exports in 1966.

Botswana's exports in 1966

Commodity	% of total export earnings
Beef and Beef products	95
Live Cattle	3
Textiles	2

b) What percentage of Botswana's trade was mineral exports in 1986?
c) Why do you think Botswana's diamond mines are run jointly by De Beers?
d) Describe the contribution made by mining to Botswana's exports between 1966 and 1994.
e) "Diamond mining does not bring any benefit to ordinary people". Is this true?

22 MANUFACTURING

Manufacturing is the process of making **goods**, usually in a factory. Goods can either be made from **raw materials**, or by assembling **parts** to make a finished product. The manufacturing industry is important for Botswana because it:

* creates job opportunities and income for people
* helps to diversify the economy
* adds value to raw materials
* creates money for the government
* reduces reliance on other countries

Industry can be divided into 3 main categories which are linked together in a chain of activities.
Primary industry is about getting raw materials or food from the land or sea. This includes farming, fishing, forestry, mining and quarrying.
Secondary industry makes goods from the products of primary industry, or from other manufacturing industries e.g. textiles or tanneries.
Tertiary industry does not make products. It provides services like nursing, teaching or banking.

Factors influencing manufacturing

The location, growth and development of a manufacturing industry is affected by many factors. Local industries often locate near their main source of **raw materials**, but multinational corporations (MNCs) may set up factories where there is cheap **labour**, **government incentives**, or a large **market**. Availability of **power** or a **transport** network may also influence location of industry.

Manufacturing industries in Botswana

Most industries in Botswana are located in the eastern part of the country near the markets, transport and skilled labour. However, some industries are found near their source of raw materials.

Industries near raw materials:
Wood products - Kasane
Meat processing - Maun, Francistown and Lobatse (near BMC abattoirs)
Handicrafts - Gomare, Etsha, Ghanzi and Tonota
Textiles - Francistown (near Zimbabwe for import of cloth)

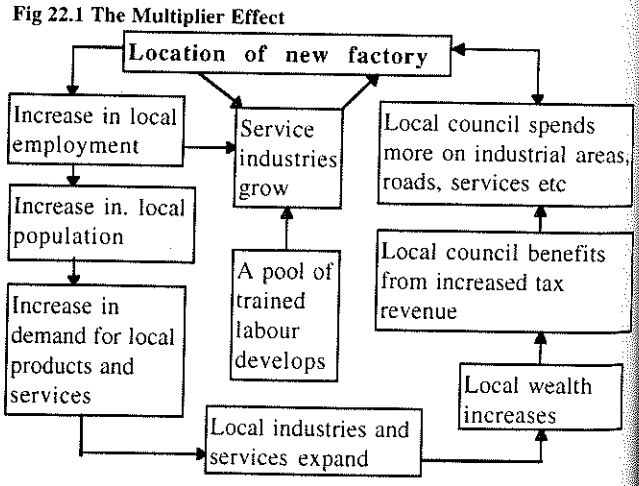
Industries near the market:
Car assembly and tyres - Gaborone
Beverages - Francistown and Gaborone
Building materials - Lobatse, Gaborone, Selebi-Phikwe and Francistown

Manufacturing (secondary) industries can be divided into 2 groups : **heavy** industry and **light** industry.
Heavy industries require a large capital (money) investment in tools and machinery, a lot of fuel or power and heavy raw materials. These industries include iron & steel, chemical manufacturing and car assembly plants e.g. Botswana's Hyundai plant.
Light industries require a lower capital investment because they use fewer machines, and do not usually need much power or many raw materials. In Botswana, light industries include clothing and craft manufacture.

How industries affect each other

1. The location of one industry affects the development of others. When new raw materials are discovered, other industries locate near them to provide necessary services. Orapa and Jwaneng have their own schools, health services and banks. When BMC was set up, other related industries followed, like the tannery and canning factory, and services like petrol stations and dry cleaning shops located in Lobatse.
2. A growth in service provision and infrastructure occurs because all industries need services like water, electricity and power.
3. Most governments encourage the development of manufacturing industry because of the **multiplier effect**. This means that when an industry locates in a place the benefits to that area keep on multiplying i.e. jobs are provided, wealth is created, new services are needed, so new industries start up. Towns often develop in this way, like Palapye and Sowa town.

Fig 22.1 The Multiplier Effect


Location of new factory
Increase in local employment
Service industries grow
Local council spends more on industrial areas, roads, services etc
Increase in. local population
A pool of trained labour develops
Local council benefits from increased tax revenue
Increase in demand for local products and services
Local wealth increases
Local industries and services expand

Problems facing the manufacturing sector

i) **Market**: The population (1.3m) does not provide a large market for the sale of manufactured goods. Only 23% of the population are cash earners, which means that most people have low purchasing power (cannot buy many goods).
ii) **Raw materials** are not produced locally. Kalahari Breweries Ltd (KBL) import their raw materials for beer making from RSA. Many raw materials (copper nickel) are processed in other countries because these type of heavy industries (refining) require a huge capital investment.
iii) **Transport & Communication**: Industries need a good transport network for receiving raw materials and for distributing finished products. Most industries have located in the east of Botswana where there are roads, railway lines and telecommunications. This unequal distribution of

industry causes rural-urban migration, and limits
iv) **Labour**: There is a shortage of skilled labour and productivity is low, therefore local products cannot compete in quality and price with imports.
v) **Service Provision**: Utilities such as water, electricity, sewage and telephones are expensive and still not available in all parts of the country.
vi) **Foreign Ownership**: Botswana encourages foreign businesses to provide local employment and training opportunities, but these companies (especially MNCs) take the profits out of Botswana which hinders development.
vii) **Imports**: Traditional industries such as pottery and iron smelting have been replaced by modern imported products, mainly from RSA. Imports are often cheaper because large factories lower their product cost through **economies of scale.** Most of Botswana's industries are small scale, which means they cannot produce goods at a low unit price.

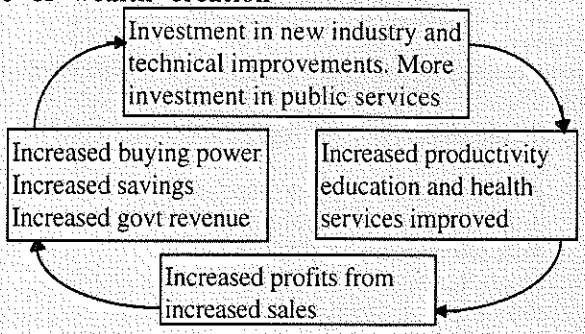
Possible Solutions

i) **Market:** enlarged by exporting goods overseas. The government has made trade agreements with organisations such as the European Community.
ii) **Raw Materials**: surplus production encouraged in the new Agricultural Policy to increase self reliance and prevent foreign control.
iii) **Infrastructure and services:** improving rapidly (e.g. trans-Kalahari road, North-South Water Carrier Project.) Telecommunications expanded to reach most parts of the country. The National Development Plans (NDP) provide money for a steady, sustainable developments.
iv) **Human resources:** developed by giving financial and technical assistance to Batswana. **Botswana Development Corporation** (BDC) industrial division provides money for industrial projects and helps train and advise management. The **Integrated Field Services** (IFS), gives financial assistance and rents out workshops particularly for metalwork, leatherwork, jewellery, concrete products and handicrafts. The **Financial Assistance Policy** (FAP) provides grants, loans and management staff to new firms. It encourages **entrepreneurs** to start up their own business like bakeries and chicken farms. Licences for businesses have been made easier to obtain.
v) **Ministry of Commerce** encourages manufacturing industry e.g. Selebi-Phikwe Regional Development Plan has tried to diversify the industrial base in Phikwe, to prevent reliance on the mining industry.

Multiple Choice Questions

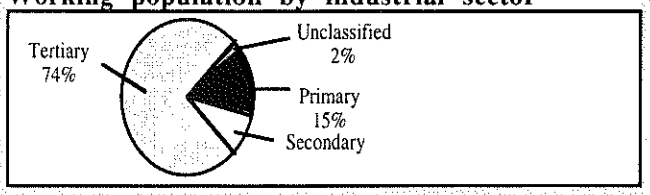
1. Manufacture is the link between
A primary and secondary industry B trade and distribution
C secondary and tertiary industry D primary industry and distribution
2. An example of light industry in Botswana is
A mining B car assembly C beef D handicrafts
3. Diversification of the economy means
A investing in a wide variety of products and enterprises
B relying on a few industries only like diamonds and beef
C production of a wide range of products for sale
D processing raw materials produced in the country
4. Which of the following least influences the location of an industry?
A labour B wildlife C market D raw materials

Cycle of wealth creation


Investment in new industry and technical improvements. More investment in public services
Increased buying power
Increased savings
Increased govt revenue
Increased productivity
education and health
services improved
Increased profits from increased sales

Use the flow diagram to answer question 5 and 6
5. Which public services are improved?
A products and sales B primary and secondary sectors
C education and health D banks and accounting firms
6. Taxes from increased profits and sales leads to
A increased productivity B increased govt revenue
C technical improvements D decreased investments
7. Which of the following is NOT a benefit of the manufacturing industry?
A creation of wealth B increased imports of raw materials
C diversification of the economy
D processing of raw materials to increase their value
8. Which of the following does not provide direct assistance to new industries?
A IFS B FAP C BDC D NDP

Working population by industrial sector



9. What percentage of the working population is employed in the secondary sector?
A 30% B 7% C 9% D 10%
10 Which industrial sector employs people in central government and health services?
A Unclassified B Primary
C Secondary D Tertiary

Structured and Essay Questions

1. At independence, the only large scale, mechanised industry in Botswana was the Botswana Meat Commission (BMC).
a) Where was BMC's Abattoir located?
b) Is this an example of heavy or light industry? Explain.
c) How do economies of scale allow a large factory like BMC to lower the cost of its products?
d) Describe THREE factors which influence the location of an industry like BMC.
e) How does the location of a manufacturing industry like BMC affect other industries?

2a) Describe THREE problems facing manufacturing industry in Botswana.
b) Explain how the government is trying to solve these problems.

23 TOURISM

A **tour** is a journey through a country from place to place. A **tourist** is a person who makes a tour, especially for **recreation** or **holidays.** The **tourism industry** deals with tourists who travel away from home, especially for leisure, but also for education or business. Tourists visit different parts of Botswana to see wildlife, varying natural landscape and ancient historic sites. International tourists may also visit Botswana for the hot weather, and to meet people from different cultures.

Tourists Attractions in Botswana
Chobe National Park, Makgadikgadi & Nxai Pans National Park, Moremi Game Reserve, Central Kalahari Game Reserve, Kutse Game Reserve, Gemsbok National Park, Tsodilo Hills, Gcwihaba & Drotsky Caverns, Koanaka Cave, Lobatse Cave.
Educational Reserves:
Gaborone Game Reserve, Maun Game Reserve, Manyelanong Game Reserve, Nnywane Dam Game Reserve, Bathoen Dam Bird Sanctuary, Mogobane Bird Sanctuary.
Private Educational & Game Reserves
Mashatu Game Reserve, Mokolodi Nature Reserve, Khama Rhino Sanctuary, Nata Sanctuary.

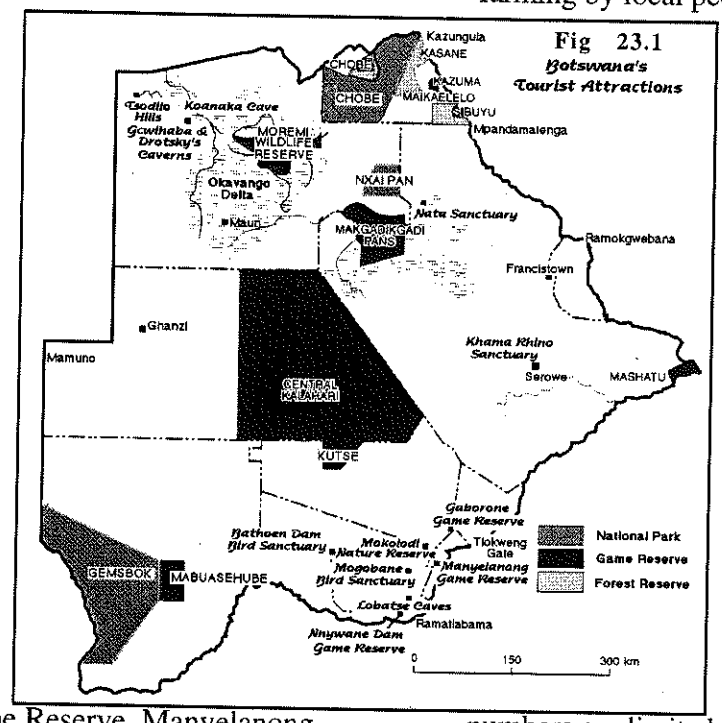


Fig 23.1 *Botswana's Tourist Attractions*

Advantages and Disadvantages of Tourism

These can be categorised as Economic, Social and Environmental.

i) **Economic**
Advantages: Employment for local people. The country earns foreign exchange from tourist spending. Provision of resources such as water and electricity. Employment in rural areas reduces migration to urban areas
Disadvantages: Jobs may be low status, poorly paid and seasonal.
Most hotels are owned by foreign companies, so the profits are taken out of the country.
Scarce resources such as water are used by tourists.

ii) Social *Advantages*: Improvement of infrastructure such as roads and airports. People from different cultures meet and learn about each other.
Disadvantages: Government money is used to build facilities for tourists with money that could be spent on local people e.g. for hospitals. Local culture may disappear and social norms and values may change.
iii) Environmental *Advantages*: Wildlife and landscape are conserved. Unique ecosystems are saved for the future.
Disadvantages: Land which could be used for farming by local people is made into reserves and national parks. Pollution may result from tourists.

Problems and Solutions of Tourism

Botswana has tried a policy of "high cost, low impact" tourism to ensure that the advantages outweigh the disadvantages. This means that international tourists are expected to pay high fees to visit National Parks and consequently fewer tourists visit Botswana. However, despite this policy many parks, such as Chobe, are visited by many people which can damage the environment. Tourists are now asked to book in advance, so that their numbers are limited.

The **National Conservation Strategy** (NCS) has both development and conservation goals which hope to develop and control Botswana's tourist industry. (See Chapter 3)

Botswana's Tourism Policy is trying to improve tourism in the country. Its objectives are to:
1. increase foreign exchange earnings and government revenue
2. generate employment, especially in rural areas
3. raise incomes in rural areas to reduce urban drift (migration to the cities)
4. promote rural development and stimulate provision of services in remote areas
5. improve the quality of national life by providing educational and recreational opportunities
6. project a favourable national image to the outside world

The new 2 year **Botswana Tourism Development Programme (BTDP) 1997** hopes to encourage tourism as an industry, to diversify Botswana's economic base. The BTDP

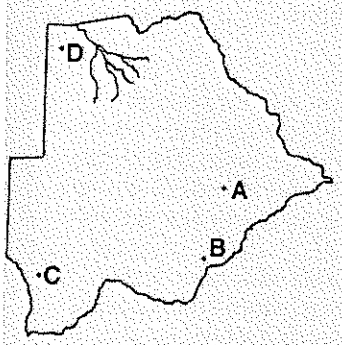
is funded by the European Community, through the Lome Convention, and private sector tourist operators can get funding through the Financial Assistance Policy (FAP). The purpose of the programme is to:

1. plan tourism carefully to make the best use of available resources
2. market (advertise) tourism attractions in Botswana and overseas
3. improve the quality of the tourism industry
4. improve the management of both the public and private sector

Tourist facilities could still be improved for both local and international tourists. Many places like Tsodilo Hills are still only accessible by 4-wheel drive vehicles, which prevents people from visiting these interesting sites. Also recreational facilities need to be developed to provide entertainment. New casinos have been built at the Grand Palm in Gaborone and Thapama in Francistown, but there are still few sports facilities available, or other forms of entertainment like theatre or cinemas.

Multiple Choice Questions

Use the map to answer questions 1 and 2.

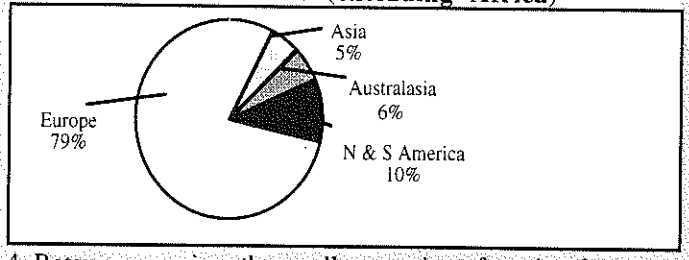


1. Which letter shows the location of Khama Rhino Sanctuary?

2. Which of the places is an educational reserve?

3. Which of the following is a private game reserve?
A Chobe National Park
B Mashatu Game Reserve
C Gaborone Game Reserve
D Gcwihaba Caverns

International Tourists (excluding Africa)



4. Botswana receives the smallest number of tourists from
A Asia B Africa C Europe D North and South America
5. International tourists like to visit Botswana to
A make money B swim in the sea
C increase the country's foreign exchange earnings
D see wildlife
6. At which border do visitors arrive in Botswana by road and rail from Zimbabwe?
A Tlokweng B Pandamatenga
C Ramatlabama D Ramokgwebana
7. A tourist is
A someone who works at customs
B a business executive who wants to sell products
C a person who visits a place for recreation
D an industry of hotels and safari lodges
8. The Botswana Tourism Development Programme does not aim to
A encourage urban drift
B generate employment opportunities
C generate government revenue
D increase foreign exchange earnings

Hotel Occupancy Rate (Daily Average)

Year	% of bedrooms occupied	Beds occupied by residents of: Botswana	Others
1990	54.0	215	676
1991	57.2	277	772
1992	54.3	319	847
1993	53.5	365	764
1994	52.5	309	877

Source: Statistical Bulletin, Central Statistics Office (1995)

9. The percentage of bedrooms occupied in 1993 was
A 53.5 B 365 C 764 D 52.5
10. Hotels can increase their occupancy rates by
A promoting rural development
B improving Botswana's national image
C advertising and marketing Botswana's tourist attractions
D diversifying the economic base

Structured and Essay Questions

1. Imagine that you are a tour operator. You must plan a two week holiday for a group of international tourists to see at least 5 of Botswana's major tourist attractions.
a) Draw a map showing the route that they will travel.
b) Describe the attractions for the tourists.
c) Describe the different types of transport they must use to reach Botswana and within Botswana.

Inventory of Hotel and Safari Camp Accommodation Facilities

	1992	1993	1994
	Number of Hotels and Safari Camps		
Gaborone	8	8	8
Francistown	4	4	3
Maun	37	36	21
Kasane	7	8	8
Kanye	1	3	3
Molepolole	1	1	0

Tourism Statistics, Central Statistics Office
Note: (1) Maun includes Okavango area
(2) The total number of hotels for 1994 has gone down on the 1993 total. This is because of non-response, particularly from Safari camps.

2a) Which towns showed growth in hotel accommodation between 1992 and 1994?
b) Which town showed the greatest decrease?
c) What reason does the CSO give for this decrease?
d) Describe five advantages and five disadvantages of tourism in Botswana.

24 TRADE AND COMMUNICATION

Trade and Communication deal with the movement of people, goods, services and information. They are very important for the development of Botswana's economy.

Trade is the buying and selling (importing and exporting) that takes place between nations.

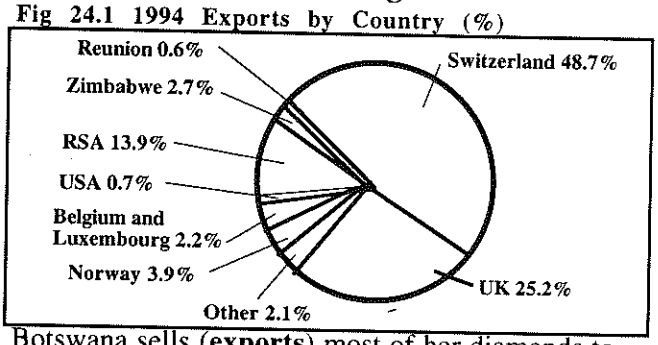
Communication can be defined as

a) a means of connecting different places, e.g. through transport networks of roads, railways, water and air, or,

b) the practice of transmitting information by mail or through **telecommunications** such as telephones, faxes, e-mail, or the **mass media** such as by radio, TV and newspapers.

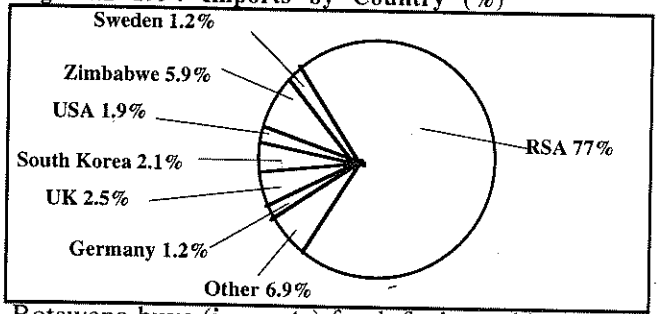
Botswana's Main Trading Partners

Fig 24.1 1994 Exports by Country (%)



Botswana sells (**exports**) most of her diamonds to Switzerland and the UK. Beef is exported to Reunion and the EEC, especially UK, Germany and the Netherlands.

Fig 24.2 1994 Imports by Country (%)



Botswana buys (**imports**) food, fuel, machinery, medicines, vehicles, skilled personnel etc., mainly from RSA.

Botswana's trading partners are very important because the exports earn foreign exchange which can be used for development projects, and also for importing the goods and services which Botswana cannot produce.

3 Biggest Trading Partners
*Common Customs Area, (especially RSA)
*Zimbabwe
*European Community, (especially UK & Switzerland)
(**N.B.** South Korea may soon be one of Botswana's biggest trading partners because of the growing car industry.)

Trade with RSA

Many of the goods we buy in Botswana are imported from South Africa. Some of the items are shown in the table.

Table 24.1 Imports from RSA in Pula (millions)

Grain Sorghum	28.7	Sugar	119.8
Sunflower Oil	25.0	Cigarettes	106.6
Soups	23.7	Petrol	191.9
Juices	42.1	Diesel Oil	107.9
Tyres	70.2	Cars	179.6
Books & Newspapers	65.0	Alcohol	67.1
Cans	52.6	Lorries	208.1
Medicine	74.3	Cement	85.4

Source: External Trade Statistics (1995)

Table 24.2 Exports to RSA in Pula (millions)

Frozen boneless meat	45.6
Stuffed Pasta	25.8
Salt	38.2
Soda Ash	46.0
Textiles	65.0
Cars	277.3

Most of Botswana's foreign exchange earners (like beef or diamonds) are exported to Europe, but South Africa does buy some products from Botswana, as shown in the table.

Foreign Exchange

(Forex) is the currencies of other countries such as the US dollar, UK pound or RSA rand. These are sometimes called "hard" currencies and Botswana uses them to pay for imports of necessary goods and services.

Foreign Reserves are the assets that Botswana keeps available as cash, or at a central bank, or as gold. They are used to get loans from organisations such as the World Bank or pay for imports. In 1997 the reserves were P13.7 billion.

SACU is the Southern African Customs Union. The member countries are Botswana, Swaziland, Lesotho, Namibia and RSA. SACU was formed to encourage free trade between member states. **Free trade** means that **customs duties** are not charged on products imported into member countries. The free trade area is also known as CCA (Common Customs Area). Goods imported from outside the CCA are charged duty and revenue is shared among the member countries. SACU's strengths include:

1. free flow of goods
2. cheaper goods due to reduced tariffs
3. easy movement of people (e.g. skilled people)
4. expanded market area
5. easy flow of capital (money) for investing in member countries

However, RSA dominates SACU, and seems to prevent manufacturing industries from being able to develop in the 3 smaller countries. Botswana, Lesotho and Swaziland (BOLESWA) tend only to export raw materials.

SADC is the Southern African Development Community. It has 12 members which are responsible for different sectors of development. **Angola** (Energy), **Botswana** (Agricultural Research, Livestock Production, Animal Disease Control), **Lesotho** (Tourism, Environment and Land Management), **Malawi** (Inland Fisheries, Forestry and Wildlife), **Mauritius** (Tourism), **Mozambique** (Culture and Information, Transport and

Communications), **Namibia** (Marine Fisheries and Resources), **South Africa** (Finance and Investment), **Swaziland** (Human Resources Development), **Tanzania** (Industry and Trade), **Zambia** (Mining), **Zimbabwe** (Food, Agriculture and Natural Resources).

The aim of this organisation is to:

1. Allow the exchange of trained workers and technology
2. Build infrastructure together, across borders
3. Get foreign aid to pay for development projects
4. Encourage trade among member countries

SACU mainly affects Botswana's **trade**, and SADC tries to help develop Botswana's **transport and communication.**

Multiple Choice Questions

Use this table to answer questions 1,2 and 3.

Exports by County (%) 1994		Imports by Country (%) 1994	
RSA	13.9	RSA	77.7
Zimbabwe	2.7	Zimbabwe	5.9
Reunion	0.6	USA	1.9
USA	0.7	South Korea	2.1
UK	25.2	UK	2.5
Belgium & Luxembourg	2.2	Belgium & Luxembourg	0.8
Norway	3.9	Sweden	1.2
Switzerland	48.7	Germany	1.2
		Switzerland	0.6
		Italy	0.6
		Hong Kong	0.6
Other	2.1	Other	4.3
Total	**100**	**Total**	**100**

Source: External Trade Statistics 1994, CSO

1. What percentage of goods did Botswana export to RSA and UK respectively?

A 77.7% and 2.5% B 13.9% and 25.2%
C 2.5% and 77.7% D 25.2% and 13.9%

2. Which country did Botswana export the most to in 1994?

A RSA B UK C Switzerland D Zimbabwe

3. Which countries did Botswana import from, but not export to?

A RSA and Zimbabwe B Reunion and Norway
C RSA and South Korea D South Korea and Sweden

4. Communication involves

A transmitting information and opinions on the radio
B developing a transport network
C importing goods and services
D linking places and transmitting information

5. Which of the following in NOT a function of SACU?

A building infrastructure in member countries
B expanding the market area
C allowing the free flow of goods and capital
D enabling people to move freely across borders

6. Trade is important for all the following reasons except

A exports earn foreign exchange
B foreign exchange can be used for development projects
C foreign exchange is used for importing necessary goods
D imports increase foreign reserves

A rail B road C fax D canal Use these Answers for Questions. 7, 8 and 9.

7. Which is a type of telecommunication?
8. Which transport network is NOT available in Botswana?
9. Which transport network is ONLY developed in Botswana's eastern corridor?
10. South Korea is a recent trading partner for Botswana. Which import is received from there?

A beef B soda ash C vehicles C medicines

Structured and Essay Questions

Total Exports by Major Commodities in Pula (millions) 1994/95

Commodity Group	Q4 94	Q1 95	Q2 95	Q3 95	Total
Diamonds	1137	1542	1945	1620	6244
Meat Products	67	21		95	293
Hides & Skins		11	17	21	64
Copper Nickel	125	157	89	149	520
Textiles	87	50	63	63	263
Soda Ash	9	7		12	38
Vehicles	222	238	388	367	1215
Other Goods	123	122	145	149	539
Total	1785	2148	2767	2476	9176

Source: External Trade Statistics Digest, CSO

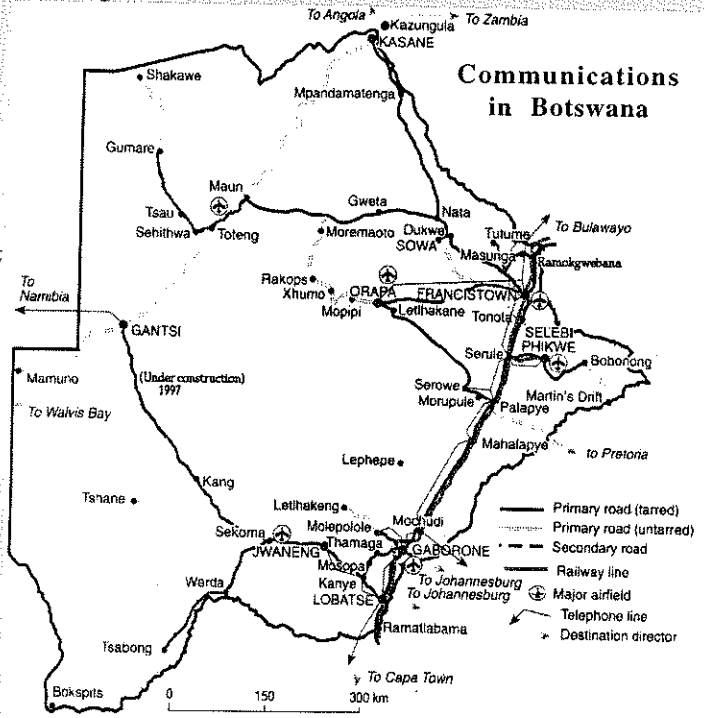
1a) Calculate the amounts for Meat Products, Hides & Skins, and Soda Ash.

b) Which months are included in Q4 94?

c) Which TWO commodity groups generated the greatest income for Botswana?

d) In which quarter was most copper nickel exported?

e)Which commodity group has Botswana recently started exporting?



2a) Which FOUR forms of communication are illustrated on this map?

b) Which part of Botswana has the best transport network?

c) Name the FIVE members of SADC which border Botswana. d) Describe FOUR aims of SADC with regard to the development of Botswana's trade and communication system.

25 HUMAN RESOURCE DEVELOPMENT

Human resources refers to the people, their knowledge, skills, values and attitudes that are needed for a country's development. It is through education that a country hopes to develop its human resources. **The purpose of education** is to :

a) learn useful knowledge
b) acquire necessary skills
c) develop positive values and attitudes of self reliance, productivity, entrepreneurship and innovation
d) help people to improve their standard of living
e) develop the nation

Developing Skilled Personnel

Skilled personnel (manpower) are people trained with the skills and qualifications necessary for employment. Training takes place through the following systems:

a) **Formal education** includes all schools and training institutions (public and private schools, Botswana Polytechnic, UB, VTCs and Brigades, TTCs and Colleges of Education, and the ATTS).
b) **Non-formal education** allows people to obtain qualifications through correspondence learning or study groups, and enables people to be trained through apprenticeships or on the job training.
c) **Informal education** refers to the knowledge, skills, values and attitudes we learn from our families and friends, the media and public talks. Many people learn traditional jobs like basket weaving, thatching, phane processing and animal or crop production in this way.

The Problems:

Population Botswana's population is small but rapidly expanding. 50% of the population is less than 15 years old. The number of schools and training institutions cannot keep pace with demand. There were 769 schools in 1981 but 2119 will be needed by 2011. The population is located in both urban and rural areas but many people do not have access to formal education near their homes and are forced to move.
Economy Because Botswana has a limited economic base, there are lack of jobs opportunities for training people and few new jobs.
Health Many people of working age are dying from AIDS or from car accidents. Some people are malnourished and unable to work.
Attitudes Productivity is low in Botswana, and the quality of products is often poor.

The Solutions:

Population Education in family planning methods will slow down population growth and allow the government time to build more schools and training institutions. National Development Plan VIII has budgeted for the construction of new senior schools and community junior schools. Some are being built in rural areas to improve access of children to the schools.
Economy: The government is encouraging **diversification** of the economy to increase the variety of career opportunities. People are also encouraged to start up their own businesses and can get financial assistance from FAP, BDC, NDB, BAS and Commercial Banks. Technical assistance is available from BDC, IFS, TIPA, NDB and Banks.
Health: Health education teaches people about HIV/AIDS and a balanced diet. Police are also being more strict on car drivers to minimise road accidents.
Attitudes: The new Basic Education Programme emphasises technical as well as academic education. Pupils positive attitudes to work are encouraged by subjects like Business Studies, Moral Education or Guidance and Counselling. The Botswana National Productivity Centre is trying to improve the quality of goods and services by giving training courses and holding conferences.

Different Employment Opportunities

Employment is available in both the **formal** and **informal sectors.** The informal sector enables people to improve their personal standard of living. The formal sector not only benefits people personally, but also, through the collection of taxes, allows the government to develop the country by improving the infrastructure and assisting more businesses to start up. We can classify career opportunities into 10 main occupation groups (Botswana 1991 Census).

1. Administration and managers	
2. Professionals	
3. Technicians	FORMAL
4. Clerks	SECTOR
5. Services and sales workers	
6. Plant and machinery operators	
7. Agriculture workers	
8. Crafts and other Trades workers	INFORMAL
9. Elementary occupations	SECTOR
10. Others	

Some occupation groups may be both formal and informal, like Agriculture workers.

Table 25.1 Comparing the formal and informal sector

	Formal Sector	Informal Sector
Pay	Regular wage or salary	Self employed, so earn an irregular income
Tax	Employees and businesses pay taxes	Rarely pay taxes
Education	Need certain level of formal education	No formal qualifications needed
e.g.	Civil service and private sector	Phane collection, crafts, or farming

Making A Living In The Informal Sector

As there are not enough jobs in the formal employment sector, people without necessary qualifications and training must either find work in the informal sector or be unemployed. The way to make a living is by fulfilling a need of your community either by making a **product** or by providing a **service** and by being self reliant, self motivated, innovative, and hard working. When you are self employed there is no one to tell you what to do, so you need positive values and attitudes. It is also necessary to possess certain

skills such as basket weaving, making pottery or thatching skills.

Report on Phane Collection

It is possible to make a good living out of collecting and processing phane if you fulfil the necessary requirements.

Knowledge *It is important to know the habitat of phane caterpillar and the seasons when they appear. This is mophane woodland, and is mostly found in the North of Botswana. It is also necessary to know the locations of the phane buying centres, 2 of which are in Shashe and Francistown.*

Skills *Phane need to be collected from the tree, cleaned, boiled, dried and transported to the buying centres. Each of these stages need skills which can be learned from families and friends, especially the old women. Some people these days like to use gloves because the phane can cut and stain your hands.*

Values and attitudes *This job needs people who are physically fit, hard working and self reliant. Often people sleep out in the bush during phane collecting.*

Material requirements *These include cooking pots, salt, firewood, water, sacks, gloves (optional) and a bakkie. Most of these are available at home, but it may be necessary to pay for transportation of the phane to the buying centre*

Requirements For Training Institutions

1. Botswana's 32 **Brigades** provide training, employment opportunities and services for the local community. Vocational training is offered in trades e.g. Automechanics, Plastering, Carpentry, Electrical, Forestry, Agriculture, Plumbing, Textiles, Welding and Draughting. The minimum requirements are: C-Trade Cert.: for Standard 7 level for 3 year courses and JC level for 2 year courses. B-Trade Cert.: JC level and C-Trade Certificate. NCC: B-Trade Cert.. Age: 16-25 years.

2. **Colleges of Education**

TCE and MCE offer about 400 places each year to train teachers for CJSSs. Admission requirements: COSC Division 3 minimum with a credit in at least 3 subjects, particularly English. Applicants must also have completed Tirelo Sechaba.

Remember that requirements sometimes change from year to year.

Multiple Choice Questions

	OCCUPATION GROUP					
INDUSTRY GROUP	Crafts /Trades	Administration & Managerial	Services/ Sales	Professionals	Clerks	TOTAL
Agriculture	441	194	479	137	353	1604
Mining/Quarrying	3428	130	506	421	758	5234
Manufacturing	16248	828	1013	199	1144	19432
Wholesale/Retail	1433	2900	14346	147	3210	22036
Education	520	101	2381	4375	1106	8483
Construction	29907	1004	508	517	1458	33394

1. Which industry group employs the most people?
A agriculture B mining
C construction D wholesale and retail

2. In which occupation are the most people employed in the Wholesale and Retail industry?
A services and sales B administration and managerial
C crafts and trades D clerks

3. Which industry groups employs more than 600 professionals?
A construction B manufacturing
C mining & quarrying D education

4. Which type of institution trains most people in the crafts/trades occupation group?
A BIAC B Brigades C TTCs D University of Botswana

5. Which of the following is NOT a purpose of education?
A to improve your standard of living
B to learn useful knowledge and skill
C to drive beautiful cars
D to develop positive values

6. The formal employment sector refers to
A private businesses
B the government and private sector
C the civil service and unregistered businesses
D family businesses and self employment

7. Which activity hinders human resource development?
A building new CJSS schools
B rapid population growth
C expanding health facilities
D developing vocational training centres

8. Informal education is provided by
A Senior Secondary Schools
B teachers at the brigades
C lecturers at the Colleges of Education
D family and friends

9. Which area of education encourages people to study on their own and sit for exams when they are ready?
A non-formal B informal C aformal D formal

10. To make a living in the informal employment sector people should NOT be
A unproductive B hard working
C innovative D self reliant

Structured and Essay Questions

1. Mpho and Dikeledi have just finished their carpentry training at Shashe Brigades. They want to start their own business and need money to rent a workshop and buy equipment.
a) Do Mpho and Dikeledi want to be employees or entrepreneurs?
b) Did the Brigade give them vocational or academic training?
c) Describe 2 ways to get the money they need to start up.
d) List THREE values or attitudes which would be necessary for them to have a successful business.
e) Explain why the government supports small businesses

2a) What is the purpose of education?
b) How does education affect employment opportunities?
c) Describe FOUR problems of human resource development in Botswana.
d) Suggest solutions to these problems.

26 POPULATION

In 1995 there were 1.4 million people living in Botswana. This is a very small population relative to the size of the country, **but** it is a **dynamic** population, which means it is changing rapidly. The population is expected to double every 19 years, which means that the **population projection** for 2011 is over 2.5 million.

Variables

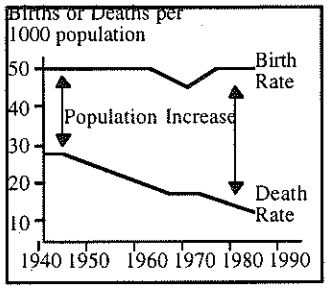
The Crude Birth Rate is the number of births per 1000 population per year. (Botswana 46/1000). **The Crude Death rate** is the number of deaths per 1000 population per year. (Botswana 11/1000). **Natural increase** is the surplus of births over deaths in a given time period. (Botswana 35/1000 per year). **Growth Rate** is the increase in population due to natural increase and net migration, written as a percentage (Botswana: 3.7%). **The Fertility Rate** is the average number of children that each woman has (Botswana: 5 children per woman). **Migration** is the number of people moving into, or out of the country.

Population Increase

The population is growing so fast that it is difficult for Botswana's resources and development to keep pace. 50% of Botswana's population is below the age of 15 years.

Factors

Fig 26.1 Population Increase



* The birth rate is higher than the death rate which causes a **population increase.**
* Botswana's fertility rate is one of the highest in the world. Women of 40-49 years have an average of 5.8 children. In UK the average is 2.
* Adolescent fertility (or teenage pregnancy) is high and the average age of childbearing has become younger. It is 19.4 years. Also in 1988 nearly 24% of teenagers had one child.
* The death rate (or **mortality**) has decreased, and **life expectancy** has increased due to improvements in health, diet and education.
* Migration of people into the country (e.g. for employment)

Population Decrease

* The population can only start to decrease when the birth rate declines, or if the death rate increases.
* The birth rate may decline if:
- teenagers delay childbearing
- older woman limit childbearing
- parents limit their family size by using :- **contraceptives** (family planning techniques), **child spacing, breastfeeding,** and postpartum (after childbirth) **abstinence.**

* The death rate increases in many countries due to:
  i) the AIDS epidemic and other diseases
  ii) accidents (especially road accidents)
  iii) war
  iv) famine
* Migration of people out of the country.

Population Trends

The growth rate of a country can be predicted by looking at its **population pyramid.** This is a **bar chart** which shows the distribution of the population by **age** and **sex.**

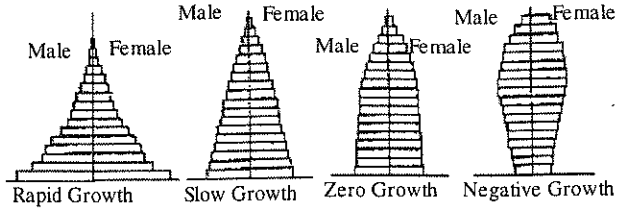


Fig 26.2 Population Pyramids

Population Variables and Economic Growth

Rapid growth means there are more children to

a) feed	b) educate	c) keep healthy
d) employ	e) house	f) clothe

The ratio of adults to children is 10 : 9 in Botswana, compared to 10 : 4 in most European countries. This large **dependent** population puts a strain on the people who need to provide for their needs.

a) **Food** - if a country does not grow enough food for itself, it must be able to import the necessary food to maintain sufficient **nutritional levels.**

b) **Education** - in order to achieve **universal education** the number, and size of schools needs to keep pace with the growing population. In 1981 there were 574 primary and secondary schools in Botswana. By 2011 there will have to be 2119 schools.

c) **Health Services** - the health care system must also keep pace with the growing population in order to maintain standards and to improve services. this means that more hospitals and clinics need to be built, and more doctors and nurses to be trained.

d) **Employment** - the labour force (people from 15 - 64 years) must provide for the rest of the population. A growing labour force needs an increased number of jobs. If employment creation does not keep up with population growth then unemployment and a lower standard of living are the results.

Population and the Environment

An increase in a country's population puts an increased strain on the environment.

1. **Pressure on resources**

Non-renewable resources are used up more quickly as more jobs are created in industries such as mining. **Renewable resources** like water

and wood may not be able to keep pace with the population growth, and they may also be used up.

2. **Competition for land**

More land is needed for **agriculture** to feed the population, for the **industry** to employ the population and for **urban areas** to house the population. Land is also needed for **waste disposal.** The needs of the population for land competes with the needs of wildlife.

Strategies for reducing population growth

Many countries are trying to reduce their growth rates so that their resources and development can be sustainable. Reduction in growth rate can be encouraged through **education** or more direct **social policy intervention.** Botswana tries through education to encourage

* teenagers to delay parenthood
* men and women to use contraceptives
* parents to have only the children that they can support

China has a much stricter **one-child policy** where families are given money for having only one child and penalised (punished) if they have more. **India** has also tried to give incentives (money, radios and clothes) if adults have a voluntary vasectomy (sterilisation) after they have the size of family they want.

Multiple Choice Questions

1. The variable causing a country's population to increase is:

A mobility rate
B fertility rate
C migration
D mortality rate

2. What percentage of Botswana's population is below the age of 15 years?

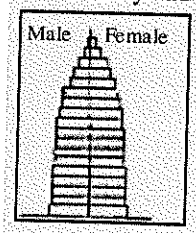
A 50% B 3.7% C 46/1000 D 24%

3. The percentage of teenager mothers in 1988 was

A 19.0% B 22.6% C 20.4% D 24%

4. The population of the country can only decrease if

A death rate exceeds birth rate
B death rate and out-migration exceed birth rate
C out-migration and fertility rate are less than death rate
D mortality and out-migration increase



5. This population pyramid illustrates

A rapid growth B slow growth
C zero growth D negative growth

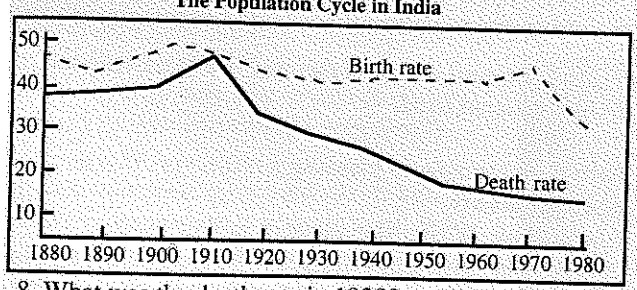
6. The death rate in a country decreases due to

A a high mortality rate
B education in the use of contraceptives
C improvements in health care, diet and education
D better diet and increasing fertility

7. Fertility rate can be controlled by

A increasing the death rate
B better diet and medical services
C encouraging men to migrate
D the use of contraceptives and postpartum abstinence

Look at the graph, 'The Population Cycle in India'. The y axis shows the annual birth and death rate per 1000 population



8. What was the death rate in 1930?

A 20% B 30 per 1000 C 20 per 100 D 30%

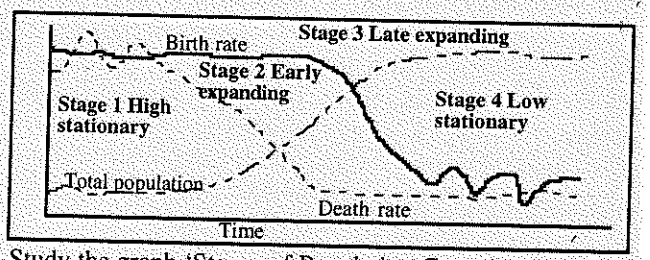
9. Which year had the lowest population growth rate?

A 1910 B 1960 C 1890 D 1940

10. What occurred as a result of the government's social policy intervention after 1970?

A an increase in birth rate B a decease in death rate
C a decrease in fertility D a decrease in birth rate

Structured and Essay Questions



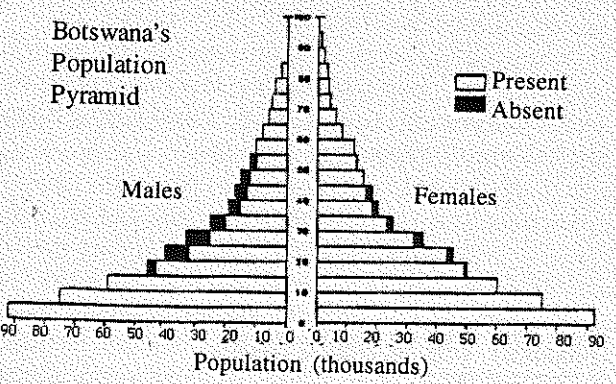
Study the graph 'Stages of Population Growth'

1a) Describe what is happening to the total population over time.

b) Which factors could cause the death rate to decrease in this way?

c) What is happening in Stage 2, when the birth rate exceeds the death rate?

d)What is the effect on the environment when the total population increases in this way?


Botswana's Population Pyramid
Present
Absent
Males
Females
90 80 70 60 50 40 30 20 10 0 0 10 20 30 40 50 60 70 80 90
Population (thousands)

2a) What level of population growth does Botswana show?

b) Which sex has a longer life expectancy?

c) Why were so many males absent from Botswana?

3a) If you were the government, what would you do to try and slow down the population growth rate?

b) Why would you like to slow down the population growth rate?

27 PROJECTS

Projects in social studies give you the opportunity to do some **research** on a topic or a problem which you find interesting. The 6 projects which you do in the 3-Year JC Course allows you to practice different types of research, and to learn some different **research skills**.

First Steps in the Research Process

1. Identify your **topic**-choose something you enjoy doing!
2. What are you hoping to do? Ask yourself **questions**.
3. Try to write a **hypothesis** (an idea you wish to test) Your research may discover if the hypothesis is true or not.
4. How can you carry out the project to see if your hypothesis is right? You may need to do an **Investigation**, collect data or read books.
5. **Data collection**: important information can be collected from **primary** or **secondary sources.**

a) **Primary Sources:** include observations, surveys, interviews and experiments. When you go out to find data this is called **fieldwork.**

b) **Secondary Sources:** are based on primary sources, but they have already been recorded by someone else, tables of data, in books, on maps, films, videos or television.

6. **Recording data**: this can be done in many different ways depending on the type of data you are collecting. i.e. **Observations** - you may record what you see by writing a description, or by noting down numbers on a **tally chart. Surveys** are usually recorded using a **questionnaire**. **Interviews** may be recorded on paper, or by using a tape recorder or video. **investigations** can be recorded as written notes or on charts.
7. **Presenting the data**: after recording what you have discovered it's important to present it clearly. The most common methods of data presentation are maps, graphs and tables. etc. **Maps**-sketch maps, topographical maps, choropleth maps etc. **Graphs**-bar graphs, pie charts, line graphs **Tables**-statistical figure tables, tally charts
8. **Analysing the data**: you can use simple statistics to analyse your data by calculating percentages, means (averages) or correlations (relationships between data).
9. When you have done all of this you can now begin to **write up the research project:** this is a report about everything you did including all the stages from 1-8. (see the box opposite about how to do this)

HOW TO WRITE UP A PROJECT

The project you write may be in a booklet or extended essay form. The front cover should have your name and the project number and title. This is then followed by a TABLE OF CONTENTS which may look like the one shown below:

TABLE OF CONTENTS

CONTENTS	PAGE NO
Acknowledgements	
Aims or Hypothesis	
Literate Review	
Methods of Data Collection	
Findings	
Conclusion	
Recommendations	
Bibliography	

Acknowledgements. *(thank you) This section lets you thank the people who helped you during the project. You must write down the names of people or organisations that helped you and the type of help they gave.*

Aims of Project *or* ***Hypothesis***: *The aims of the project must be stated here or the hypothesis should be stated and explained.*

Literature Review: *Consider your topic fully. Read widely about it and write down what other writers may have written about it.*

Methods of Data Collection: *You must explain in full the actual methods of data collection you used for this project. This must include the number of people or items involved in your study.*

Findings: *All your findings must be written under this section. These may be presented in various forms e.g. graphs, maps or tables. The data collected must be analysed. This section can be divided into more than one chapter depending on the amount of information obtained.*

Conclusion: *Drawing the conclusionIs is important. Try to show the relationship between your aims or hypothesis and your findings.*

Recommendations: *Having done this project there may be some areas that need further research. Explain these and suggest what other research you could do on them.*

Bibliography *(a list of books you have used) Under this section write down the authors and titles of the books you read. The names of the authors should be arranged alphabetically)*

(Remember this is just a guide-your teacher may suggest other ways for you to write up work)

PROJECT ONE: A Public Issue

The aim of this project is to encourage you to investigate, interpret and summarise facts and views from many different people, on a public issue. You should choose your topic from one of the following areas: Waste Management, Health, Education, Taxation, Land Use, Population, Environment, the Disabled, HIV/AIDS or STDs. You must state whether this is a local, national or an international issue.

Here is an example of planning a project on **Waste Management.**

Local issue: Waste Management in Our Homes

Hypothesis: "Recycling and reuse can reduce household waste"

Strategy: Collect household waste over a week, sort it into different categories and weigh or count it.

	Paper	Glass	Plastic Bags	Cans	Food
Mon	0.5kg	1	3	1	0.75kg
Tue	0.2kg	3	0	2	1.00kg
Wed	0.3kg	1	1	1	1.3kg
Thur	0.5kg	0	1	4	1.5kg
Fri	0.2kg	2	3	8	0.75kg
Sat	0.4kg	3	2	8	2.2kg
Sun	0.1kg	1	0	2	2.1kg

Public views: Ask different people what they think about waste management in the local area. These could include your family, local council waste collectors or tourists. You could ask questions such as

1. "Name 4 different types of waste which you often see in the local community"
2. "What could be done about those different types of waste?"
3. "Who should be responsible for waste management?"
4. "Do you think that waste in Botswana is a problem?"

Solution: Make a record of the different views of all the people you have asked. Now you can look at your own household waste to see what you could do about it. Look carefully at your household waste to find out which parts could be recycled or reused:

Bottles - returned for money to shops or Segwana
Cans - collected for Collect-A-Can
Plastic bags - reused for shopping
Food waste - put on a compost heap
Papers - recycled or burnt

Summary report: write a report making your own recommendations about how you could solve this public problem. Include all the views of the people you interviewed.

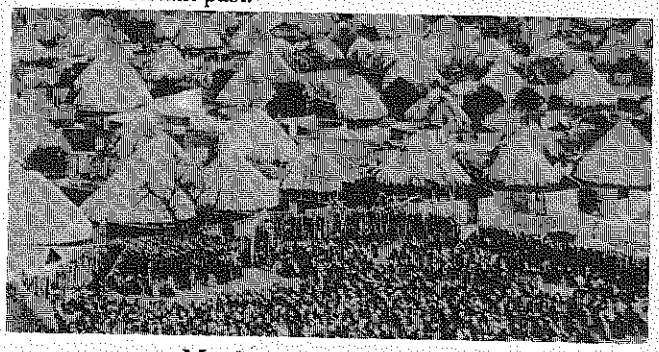
PROJECT TWO: Oral Traditions

This project is a chance for you to find out about your local history through oral traditions. You will need to go and speak to people who know something about the past. Then you can study local art, pottery designs or rock paintings to give you more evidence about past events. Finally you will have to write a report about what you have learnt.

Historians learn about the past using three main types of evidence: **Oral**, **Material** and **Written**.

Oral evidence: is information we can learn from listening to other people that is not written down. Some oral evidence comes to us as eyewitness accounts, that is the person is telling us about something they actually saw. Oral traditions are another kind of oral evidence. These are stories about the past that have been passed down from generation to generation. Children learn them by listening to their elders.

Material evidence: consists of both large and small objects. A glass bead, building, rock painting or photograph are all examples. Such things as animal bones, which tell us how people hunted or kept livestock, are also useful. Material evidence is often collected by archaeologists who dig in the ground to uncover evidence about our distant past.



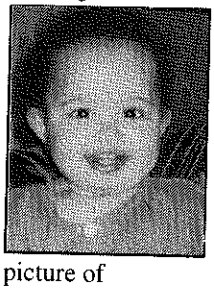
Mochudi kgotla 1907

Written evidence includes things such as old documents, letters, newspapers and books. Written historical evidence can be divided between primary sources and secondary sources. History books are secondary sources.

DAILY
Stiffer pe
for bush
tage drama ends

PROJECT THREE: Who Am I?

The aim of this project is to help you understand yourself better by learning more about your family. You will make a **family tree** of your nuclear and extended family and collect additional information about your family's origin, ethnicity and values. You can get information to help you on this project by talking to older members of your family.



1. **Introduction**: give your name, age, sex, totem, origin (where you come from) and your ethnic group. Also put down your village, region and nationality. You can add any other interesting information and include a picture of yourself, or even a photograph.

2. **My Home**: Remember to look at what you learnt about The Family in Chapter 5, and decide whether you live in a nuclear or extended family. Write about who lives with you at home; their names, ages, sex etc. Draw a picture of your home, and work out a simple family tree showing how your family members are related.

3. **My Family Identity**: Write about your most important relatives and where they come from. You must include your wider family even though they do not live with you. You can describe the family totem, ethnic group and origin. (Look at Chapter 13 for ideas). Try to draw a family tree going back as far as you can to show how your family members are related.

4. **Family Values**: Think about the important things that your family teaches you. You can write down the things which they think are important (values) and the type of behaviour that they teach you (norms).

5. **My Future Family**: Decide what type of family you would like to have in the future. Write down the size of family you would prefer, the composition and where you would like to live. An example is given below:

Sechele Family

Totem: Kwena (crocodile), shared by other distant relatives throughout Southern Africa.

Ethnic Group: Bakwena

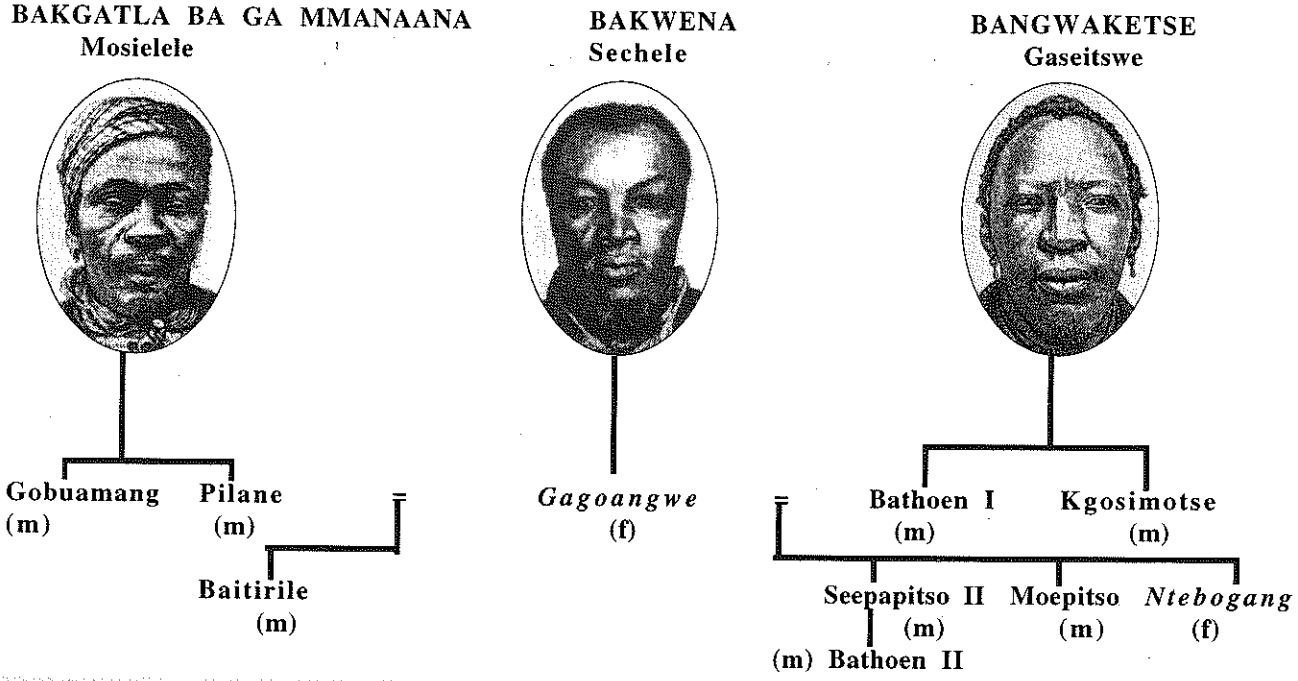
Origin: Kgabo the junior son of Tebele migrated into Kweneng from South Africa during the 17th Century.

Kgabo begot Motshodi
Motshodi begot Legojane
Legojane begot Motswasele I
Motswasele I begot Seitlamo
Seitlamo begot Legwale
Legwale begot Motswasele II
Motswasele II begot **Sechele**

Sechele had children with at least four of his seven known wives.

1. With Kebalepile Segokotlo he had one daughter named Ope.
2. With Selemeng Kgowe he had five sons: Sebele, Tumagole, Sebogiso, Motswasele & Motsatsi and three daughters: Mhudi, Gagoangwe & Galealafshwe.
3. With Mokgokong Kgari he had two sons: Kgari and Mokgwaosele and one daughter: Batshang
4. With Modiagape he had a daughter named Kereboletswe

Family Tree Showing Relationships Between Some Dikgosi



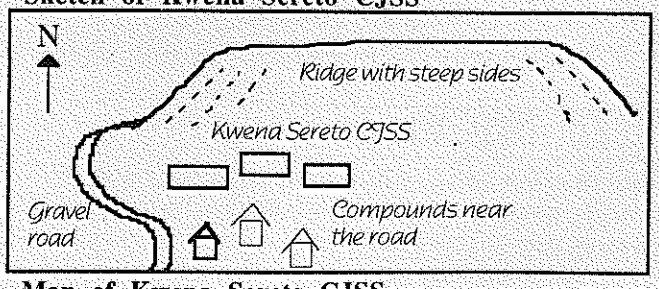
PROJECT FOUR: Map Work

When you know how to read maps using the key and symbols, it is also possible for you to draw your own maps. Maps can only be drawn accurately by **surveying** an area using measuring equipment or aerial photographs. However, you should be able to draw a simple map, either from a description of an area, or from a drawing. You can also practice describing landforms using contours; locating places using grid references, lines of latitude and longitude or the direction arrow; and calculating distances using the scale. (See Chapters 1 and 2)

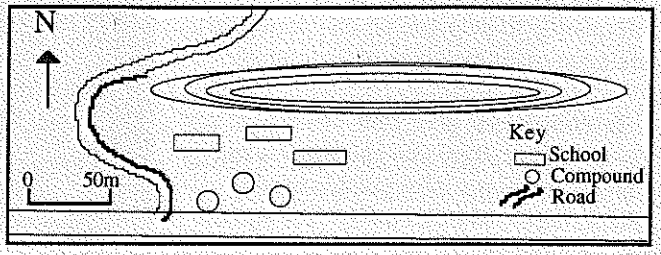
Description

When you stand on the Molepolole road and face north, you can see Kwena Sereto CJSS behind some compounds. The school entrance is 100m along a gravel road. If you continue walking along this road you will pass a ridge, which looks about 50m high and has very steep sides. This ridge stretches from East to West for about half a kilometre.

Sketch of Kwena Sereto CJSS



Map of Kwena Sereto CJSS



PROJECT FIVE: Local Transport

You can observe the most common mode of transport in your area by using a tally chart for a given period of time and then observe (or ask) the drivers what is being transported. You could interview the drivers at a local petrol station and find out:

a) why they are transporting the goods
b) the cost of petrol and diesel needed for carrying the goods
c) cost of repairs needed to the vehicle
d) the distance they will travel when transporting the goods (both the single and return journey)

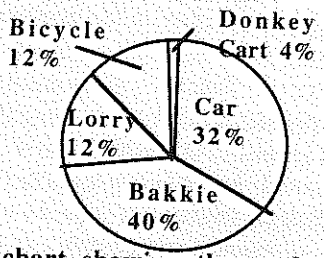
After you have collected the information on an interview sheet, you will be able to write up, and illustrate a report about the transport study.

Mode of Transport	Number Observed	Goods Transported
Car	𝍸 |||	People Shopping
Bakkie	𝍸 𝍸	Cow Goats Building Materials
Lorry	|||	Bricks Cows Fridges
Bicycle	|||	Mealie Meal
Donkey Cart	|	Water Sweet Reed

PROJECT SIX: Statistics

This project requires that you collect and interpret simple statistical data. You can practise collecting your own statistics and representing them as pie charts, bar graphs or statistical figure tables. You can also work out the averages, percentages or relationships between sets of statistics. You could draw the tally chart from your Local Transport project as a pie chart if you can work out the figures into percentages.

Mode of Transport	Actual Totals	Converted to a %
Car	8	32%
Bakkie	10	40%
Lorry	3	12%
Bicycle	3	12%
Donkey Cart	1	4%
TOTAL	25	100%



Pie chart showing the modes of transport used in my village

All statistics on Botswana are collected at the Central Statistics Office in Gaborone. They are regularly published in Statistical Bulletins.

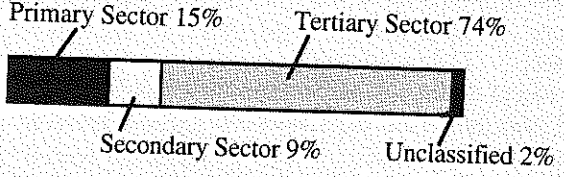
Topic	Statistics available
Agriculture	BAMB Statistics, Statistical Bulletin
Mining	Statistical Bulletin, Trade Statistics Debswana magazine
Manufacturing	Statistical Bulletin, Trade Statistics, BOCCIM, Trade Magazine
Tourism	Statistical Bulletin, Tourism Statistics
Trade & Communi-cation	Statistical Bulletin, Export Statistics, Import Statistics
Others	Census Data

Study all the charts, graphs and tables shown in the chapters and practice drawing them in different forms. You can also practise calculating the averages or percentages of the statistics shown in this book.

Examples:

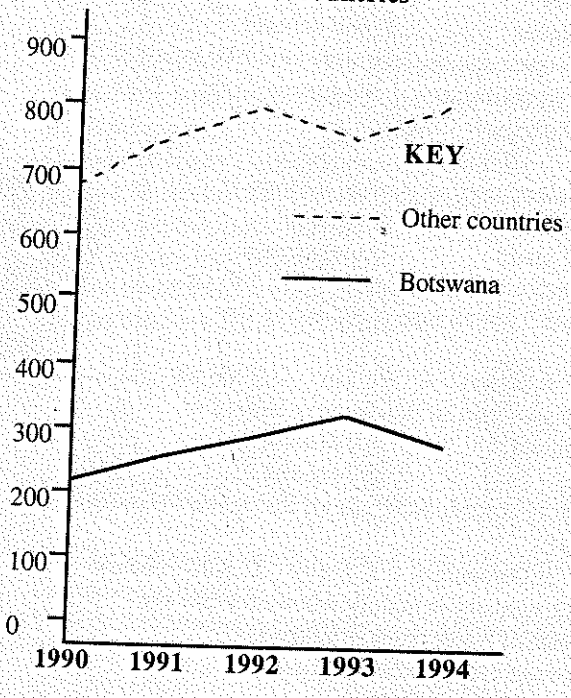
Chapter 22 Manufacturing: The pie chart on page 44 can be shown as a divided bar instead.

Working Population by Industrial Sector, Botswana



Chapter 23 Tourism: The table on page 46 can be illustrated clearly using a line graph. It is easier to describe the trends (patterns) when you can see a graph rather than a table of numbers.

Hotel Occupancy: Beds occupied by residents of Botswana and other countries



28 REVISION QUESTIONS

MULTIPLE CHOICE QUESTIONS

For questions 1-4, refer to the Kasane Map (see appendix)

1. In grid square 0529, there is
A the Caprivi strip B a building
C an airstrip D a plantation

2. The Nyungwe valley is between
A Eastings 07 and 08 B Northings 07 and 08
C Eastings 30 and 31 D Northings 30 and 31

3. The length of the Kasane airstrip is
A 1.8cm B 800m C 180m D 1800m

4. Which feature on the map is at 011271?
A .993 B a track C contour line 990 D pan

5. Which one of the following is usually NOT one of the duties of a girl in a traditional Setswana family?
A cooking B hunting C sewing D sweeping

6. Which of the following is NOT an example of a primary source of historical evidence?
A oral traditions B rock paintings
C history books D old letters

7. Which one of the following instruments is used to measure atmospheric pressure?
A rain gauge B hygrometer
C barometer D thermometers

8. Which one of the following people are thought to have originated from the present day Cameroon?
A Bantu B Griquas
C Khoikhoi D San

9. Which one of the following environmental zones is found outside Africa?
A Tundra B Veld
C Savanna D Karroo

10. Which one of the following national principles is directly threatened by inter-tribal or ethnic hatred?
A Democracy B Unity
C Development D Self-reliance

11. In what order can the following courts be arranged from the lowest to the highest, 1 Magistrate Court, 2 High Court, 3 Customary Court?
A 3 2 1 B 1 2 3 C 3 1 2 D 2 1 3

12. The method used in mining at Orapa is called: A adit B open-pit
C shaft D underground

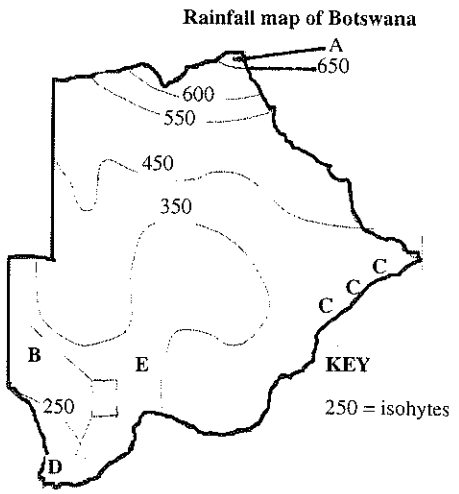
13. If the scale bar of a map is 1 cm : 100 km. What would 3 cm on map represent on the ground?
A 3 km B 30 km C 300 km D 3000 km

14. The High Court in Botswana is located in
A Francistown B Gaborone
C Lobatse D Jwaneng

15. Which of these is NOT one of Botswana's National Principles?
A Pula B Democracy C Unity D Self- reliance

16. Which ministry is mainly responsible for the maintenance of major roads in Botswana?
A Finance and Development Planning
B Labour and Home Affairs
C Local Government and Lands
D Ministry of Works, Transport and Communications

Questions 17 - 21 is about the map of Botswana below:



17. What is the average yearly rainfall in area A?
A 300 mm B 400 mm C 450 mm D 650 mm

18. What is the average yearly rainfall in area B?
A 300 mm B 400 mm C 500 mm D 550 mm

19. The farming area C is known as
A Tuli Block farms B Barolong Farms
C Molopo Farms D Pandamatenga Farms

20. The area marked D is the
A Mabuasehube Game Reserve B Gemsbok National Park
C Kutse Game Reserve D Nxai National Park

21. The type of environment found at E is
A Swamp B Savanna C Forest D Desert

22. A family is defined as a group of people related by
A blood, marriage and adoption B blood and marriage
C ancestry, marriage and friendship D blood and friendship

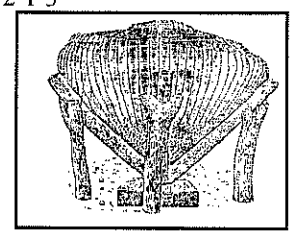
23. Upper and Lower Egypt were united by
A Sargon B Anubis C Menes D Hammurabi

24. The Kingdom of Swaziland was founded by members of the group?
A Ndwandwe B Mthethwa C Ngwane D Khumalo

25. Which one of the following people live in the savanna grasslands of Kenya and Tanzania?
A Masai B Inuit C Shona D Tuaregs

26. The picture labelled X opposite is of a?
A segotlo B sefalana C sesigo D serala

27. Where is the object commonly found?
A at the cattle post B at the lands
C in village D in the town


X

28. What is the main use of the object shown in the picture?
A storing grain B storing maize meal
C storing sour milk D sleeping hut for boys

29. 'It is hot throughout the year, annual range of temperature is very low, rainfall is heavy and is fairly evenly distributed throughout the year'. Which type of climate has these characteristics?
A Hot desert B Savanna C Mediterranean D Equatorial

30. The Hermannsburg mission was established by
A British Congregationalists B German Lutherans
C Irish Catholics D Boer Calvinists

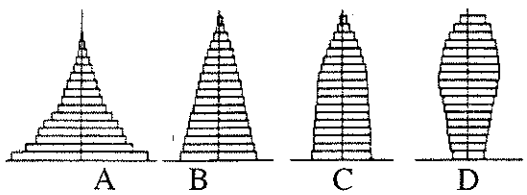
B 31. In which one of the following environmental zones is pastoral farming a major economic activity?
A Coniferous Forest B Mediterranean Areas
C Tropical Grasslands D Tundra Areas

32. Mr Dube is unhappy with the sentence passed on him by the magistrate court. He was sentenced to three years in

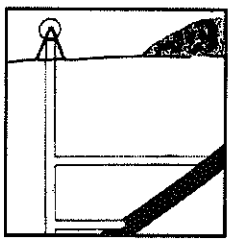
prison for stealing five head of cattle. Where must he go to ask for justice?
A Court of Appeal B Customary Court of Appeal
C Customary Court D High Court
33. Which of the following is NOT an example of cooperation at the national level?
A Botswana Council of Women B Red Cross Society
C Village Development Committees D 4B Clubs
34. Botswana is considered as a multi-cultural nation because it has many
A workers B citizens C ethnic groups D settlements
35. Taking averages of the weather conditions over a long period of time will explain
A rainfall B atmospheric pressure
C climate D average temperature
36. Look at this advert from a weekly paper in Botswana.

Pandamatenga farm for sale. Fully mechanised and able to grow two or three kinds of crops in very large quantities.

What kind of farming takes place on this land?
A Labour intensive farming B Subsistence farming
C Mixed farming D Commercial farming
37. The Tribal Grazing Land Policy (T.G.L.P) was NOT established to
A improve crop farming B reduce overstocking
C improve cattle farming D conserve the environment
38. In Botswana, a constitutional government is formed through
A the kgotla B an act of Parliament
C general elections D a Presidential Decree
39. Kinshasa has an equatorial type of climate. Its location is likely to be between
A 23.5° N and 23.5 °S B 20 °N and 20 °S
C 5 °N and 5 °S D 0 °E and 15 °W
40. Which one of the following does not affect climate?
A Longitude B Altitude
C Latitude D Distance from the sea
41. Products sent from Botswana to another country for trade are called
A imports B exports C bartering D capital goods
42. Which one of the following is NOT an example of formal employment?
A working in the Prisons Department
B being a university lecturer
C selling fruits at Gaborone station
D employed at the Debswana mines
43. A country has an UNFAVOURABLE balance of trade when
A more money is spent on imports than is earned from exports
B the value of exports is equal to the value of imports
C more is earned from exports than is spent on imports
D its currency is devalued frequently
44. Which organisation was formed to facilitate political liberation of African countries from minority rule?
A Southern African Development Conference
B Southern African Customs Union
C Organisation of African Unity
D African Caribbean Pacific
45. Which of the following is NOT a natural feature?
A rivers B dams C mountains D valleys
46. Which of the following is the first stage of exploiting minerals?
A processing B extraction C distribution D exportation
47. The following attempts have been made to improve formal education in Botswana EXCEPT
A offering scholarships B inservice training
C Colleges of Education D building prison centres
48. What are the symbols that represent national unity in Botswana?
A National Anthem and Bogwera
B Coat of Arms and Cattle
C Cattle and Bogwera
D Coat of Arms and the National Flag
49. Civil rights in Botswana are laid down in?
A The Penal Code B The Constitution
C The Government Gazette D The Hansard
50. The following are responsibilities of the President EXCEPT
A pardon or prerogative of mercy B head of state
C Commander in chief of BDF D hearing of appeal cases
51. Which of the following items were brought by European traders to the Batswana during the 1830s?
A Guns B Ivory C Gold D Iron
52. Which of the following describes the open cast method of mining?
A extracting deposits close to the surface
B extracting deposits deep below the surface
C using an inclined shaft to reach deposits
D collecting deposits from river basins
53. Diplomats are people who
A travel overseas
B carry out foreign policy
C work for the Ministry of Defence
D visit your country from overseas
54. What factors influence the type of vegetation that grows in a particular area?
A Soil, rainfall, temperature B Soil, weather, rainfall
C Soil, climate, weather D Soil, rainfall, climate
55. A person who continually cuts firewood from the same area is taking part in the process of
A aforestation B deforestation
C conservation D soil erosion
56. African representatives to Legco were elected by
A local people B chiefs
C Joint Advisory Council D African Council
57. The Mediterranean climate is characterised by
A warm winters and hot summers
B hot winters and cold summers
C cold winters and hot summers
D warm winters and warm summers



58. The population pyramid above which shows a decreasing population is
59. The following are examples of hominids EXCEPT
A Chimpanzeea B Humans
C Neanderthals D Australopithecus

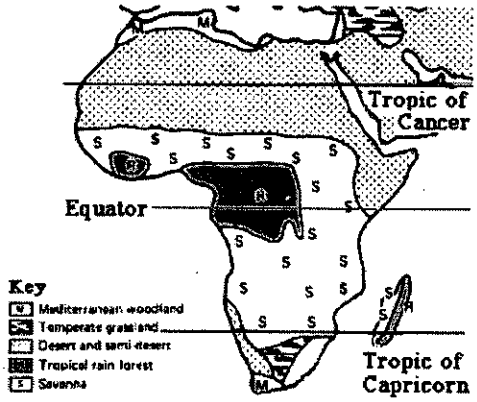


60. The diagramon the left shows
A quarry mining B strip mining
C shaft mining D cast mining

STRUCTURED AND ESSAY QUESTIONS

1 a) Name THREE industries in Botswana and the places in which they are located.
b) For each of the industries describe the factors which influenced their location.
c) How is the government of Botswana trying to encourage more industry to be developed in the country?

2. Study the map of Africa below.



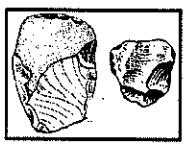
a) Name THREE of the desert areas shown on the map.
b) Describe the climate of the Tropical Rain forest area.
c) Name TWO ethnic groups that live in the savanna regions and explain how their culture is related to their natural environment.

3a) Match the word on the left with the ones on the right.

Hieroglyphics	:	*Rulers of Ancient Egypt*
Pharaohs	:	*burial places*
Cuneiform	:	*Mesopotamian writing*
Pyramids	;	*Egyptian writing*

b The Egyptians were the first people to use paper. Explain briefly how they might have made it?

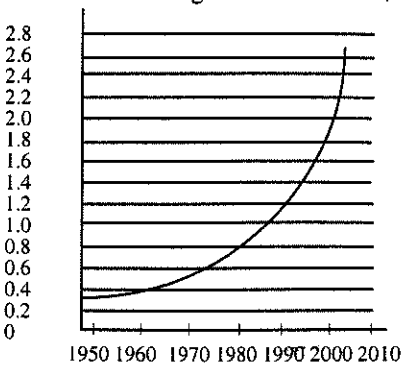
X Y



4. Look at the following two groups of items above.
a) What do you think was the use of the items marked:
(i) X (ii) Y
b) Which period of history do you think each of these items belongs to? (Give some dates if you can).
c) Give reasons why some of the items in Y changed the life style of Batswana

5. Study the main features of the Kasane OS Map (see Appendix). Use the evidence you can see to explain why this area is very popular with tourists. (Give locations of particular features with 4 figure grid references if you can).

6. The high fertility rate in Botswana is a cause for concern. The population grows so fast that it is difficult to provide food, education and health facilities for all children who are born. The graph below shows Botswana's POPULATION against YEAR from 1950 to 2010.



a) From the graph find the population in 1970.
b) What is the predicted population in 1997?
c) Use the graph to estimate by which year the population will be double that of 1987.
d) Suggest THREE ways of controlling this population growth.

7a) Match the following elements of weather with their instruments of measurement

Precipitation	***Compass***
Temperature	***Thermometer***
Wind direction	***Rain gauge***
Humidity	***Barometer***
Air Pressure	***Hygrometer***

b) Define what is meant by the word 'climate'?
c) Describe the climate of Botswana using some of the key words: *hot, January, wet season, July, maximum temperature, rainfall, humidity*

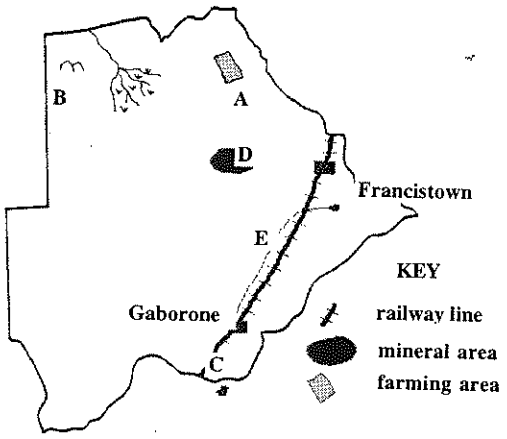
8 a) Give TWO reasons why the Boers attacked the Bakwena at Dimawe in 1852.
b) Which groups of Batswana fought against the Boers at Dimawe?
c) What action did the Boers take at Kolobeng after Dimawe? What reason did they give for this action?
d) Why did the Batswana attack the Boers in the Transvaal region after the events at Dimawe and Kolobeng?
e) What did the Batswana and Boers agree in Feb. 1853?

9 a) Draw a fully labelled diagram of a steep-sided volcano.
b) Describe how the volcano was formed?
c) Give the name of ONE volcano in Africa and the country where it can be found?
d) Explain what is meant by volcanic 'larva' ?

10 a) Briefly explain the roles of the following persons in traditional Batswana society.
(i) paternal aunts (i) maternal uncles (iii) grandmothers
b) What is the difference between a 'nuclear' family and an 'extended' family?

c) Give any TWO reasons why the extended family set up is becoming weaker in modern Botswana?

11. Use the map of Botswana to answer question.



a) Name the farming area labelled A
b) Which area of tourist attraction is marked B?
c) Name a most important industry located at C
d) Name the mineral extracted and processed at D
e) What is being constructed along the line E?
f) In which direction is Gaborone from Francistown?
g) Which types of vegetation are found in the Okavango delta region?

12. Read the following passage (written some years ago) about the San people and answer the questions below:

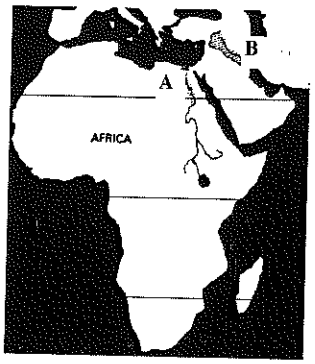
The San of the Kgalagadi do not take a women on a hunt. A woman may not touch arrows. If she embraces her husband before he sets out for hunting, it brings bad luck. These people usually live in small groups. Each group has its own area of land where it has the right to live. Sometimes, these areas overlap but people from the neighbouring areas cannot look for food in the area without permission. Inside its large area, the group moves from place to place. Sometimes they split up into smaller groups.

a) What is another name for the San people?
b) Give ONE important way of life for the San?
c) Why did they move from place to place in their area?
d) What instruments did the San use for hunting animals?
e) Give TWO ways in which they could get water in the dry environment of the Kgalagadi?
f) Why do you think they sometimes split into smaller groups?
g) Give evidence of 'superstition' in their lifestyle?
h) Many descendants of the San now live in village type settlements. What do you think are some of the advantages and disadvantages of such changes in their life style?

13. Read the following information (taken from a tourist guidebook) concerning the Okavango region of Botswana.

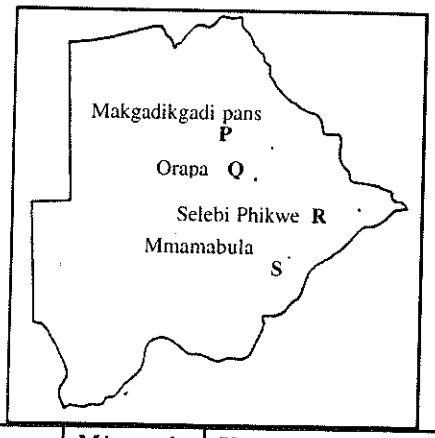
The Okavango is a land of papyrus swamps and small lagoons in the Northwest of Botswana. It is also a land of flood plains and wooded islands. It's a unique environment created by water in an otherwise arid land. Every year, the water comes flowing into the Okavango from the highlands of Angola. At Shakawe, the big river channel divides forming a broad valley. Further down at Sepopa, these channels begin to separate. They go on to form the usually flooded lands of the north-west delta.

a) Give the names of any THREE geographical features mentioned in the guide?
b) Name an important mode of local transport in the flooded areas of the delta.
c) Why is Botswana sometimes called an 'arid land'?
d) Name ONE other delta region in Africa?
e) Give any TWO reasons why the Okavango delta is different to other deltas in the world?
f) Imagine you are a Conservation officer in Maun giving a talk to local primary children. Write down FOUR reasons why it is important to protect the Okavango region.



14. The map opposite shows places where civilisations once thrived in ancient times.
a) Give the names of the places labelled A and B
b) Give any TWO factors that contributed to the growth of civilisations in these areas?
c) Describe any THREE achievements made by people in place B.

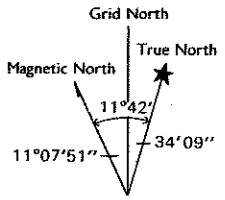
15. The map above shows places where certain minerals are mined in Botswana.
a) Copy and complete the following table with the help of information on the map:



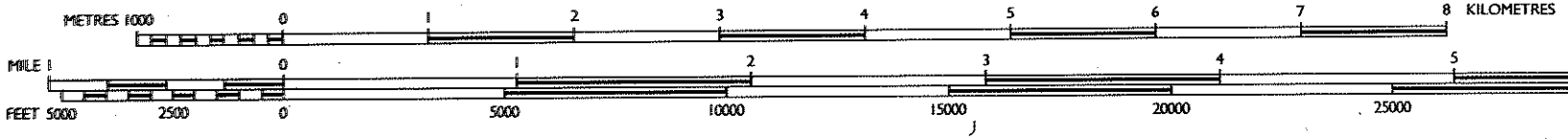
Place	Name of Place	Mineral	Use of Mineral
P			
Q			
R			
S			

b) (i) What is meant by the term 'shaft mining'?
(ii) Give ONE advantage and ONE disadvantage of shaft mining.
(iii) List the method of mining at P, Q, R and S.
c) (i) Describe any TWO problems faced by the mining industry in Botswana.
(ii) Suggest TWO possible solutions to these problems.

REPUBLIC OF BOTSWANA 1:50,000



SCALE 1: 50,000



HEIGHTS IN METRES

Towns or areas with permanent buildings

Other populated areas

Huts, Villages

Roads :- Main, with Bridge

" Secondary, with Culvert

Tracks :- Main, with Causeway

" Other

Railway, Station, Level Crossing — Sta LC

Aerodrome, Landing Area

Power Line — 33KV

Telegraph or Telephone Line

" along Road

" along Track

Fence with Gate

Boundaries :-
International

District

State Land & Tribal Territory

Game Reserve, Forest Reserve

Farm

Subdivisional

Gazetted Township Area

Farm Name and Number — SAFARI No 1

Trigonometrical Stations :-
Primary, Secondary, Unclassified

International Boundary Pillar, Bench Mark

Spot Heights in Metres
Instrumental — 1054

Photogrammetric — 1102

Contours (V.I.10m) — Depression — 1000 990 980

Air Photo Principal Point with Film No — 2/362

Mineral Working

Radio-Telephone Mast

Woodland

Tree Savanna

Shrub Savanna

Open Shrub Savanna

Grassland

Palms

Cultivation and Plantation

Scattered Cultivation

Herbaceous Swamp

Area Liable to Flood

Pan

Well, Spring, Water Tank, Windmill — OW OS WTk

Borehole, Borehole with Reservoir — OBH OResr

Unverified Small Pan or Borehole

Furrow, Pipeline — Fur PL

Watercourse :-
Perennial, Waterfall, Rapids

Single Line,
Waterfall, Rapids, Dam or Haffir

Ephemeral

Ephemeral with Sandy Bed

Dry Valley

Sand or Mud

Outcrop Rock

ABBREVIATIONS

Ch	Church
Mkt	Market
M	Mission
Petrol	Petrol Station
PO	Post Office
PP	Police Post
PS	Police Station
Sch	School

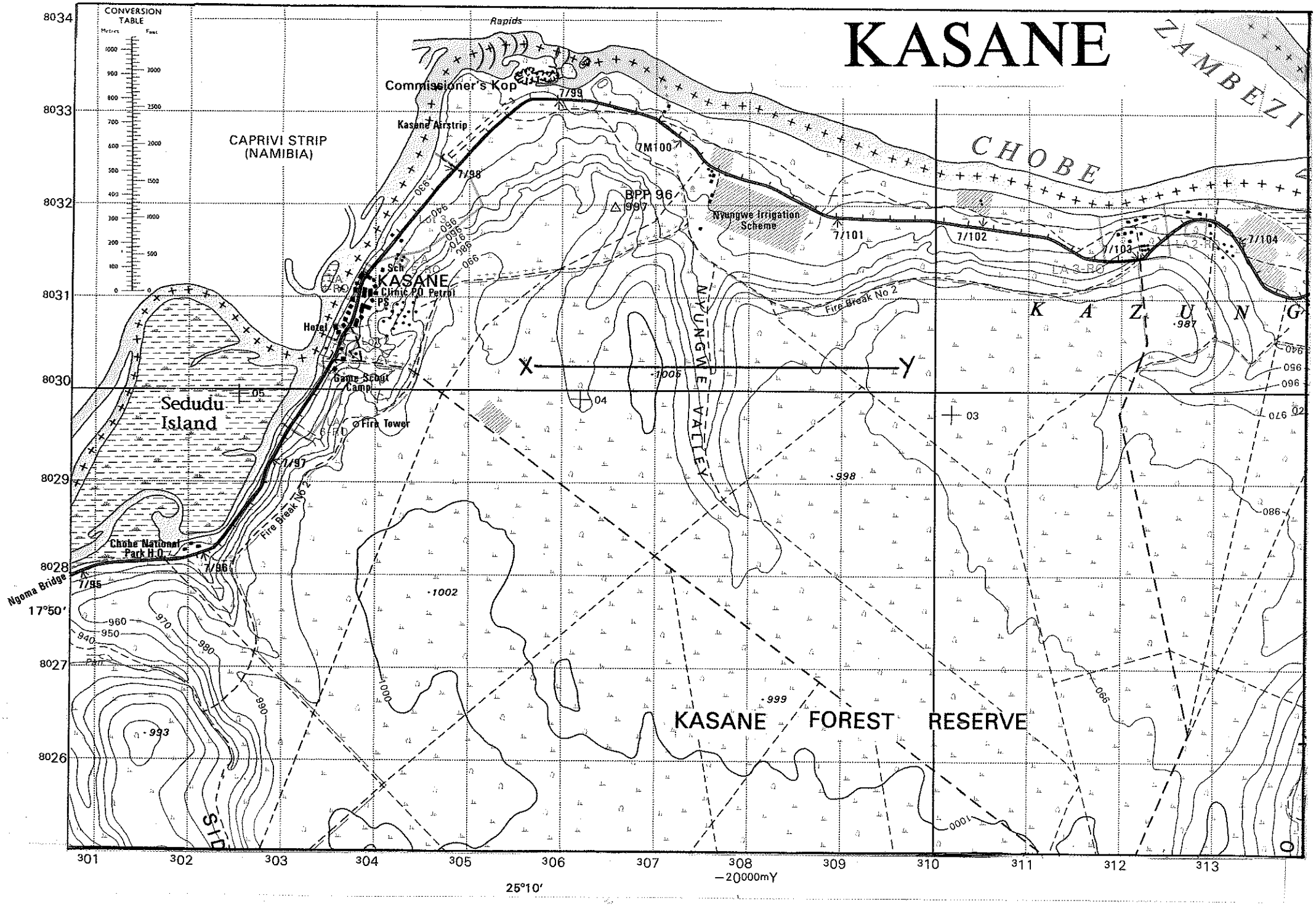
The classification of roads and tracks in Rhodesia has not been verified.

The alignment of the farm boundaries appearing on this map is not to be taken as evidence for the location of the legal boundaries between properties.

Map extract prepared by Department of Surveys and Lands

© REPUBLIC OF BOTSWANA

THIS MAP MUST NOT BE CONSIDERED AN AUTHORITY ON THE DELIMITATION OF INTERNATIONAL BOUNDARIES


KASANE
CONVERSION TABLE
Metres
Feet
Rapids
Commissioner's Kop
7/99
Kasane Airstrip
CAPRIVI STRIP
(NAMIBIA)
7/98
7M100
BPP 96
997
Nyungwe Irrigation Scheme
7/101
7/102
7/103
7/104
CHOBE
ZAMBEZI
KAZUNGU
Sch
KASANE
Clinic PO Petrol
PS
Hotel
Game Scout Camp
Fire Break No 2
NYUNGWE VALLEY
X
Y
Sedudu Island
05
04
03
Fire Tower
7/97
Chobe National Park H.Q.
7/96
7/95
Ngoma Bridge
17°50'
KASANE FOREST RESERVE
993
998
999
1002
1005
1000
987
970
960
950
940
980
990
986
966
8034
8033
8032
8031
8030
8029
8028
8027
8026
301
302
303
304
305
306
307
308
309
310
311
312
313
25°10'
—20000mY

Some Events in Botswana's Past

200 BC-Evidence of livestock keeping in parts of northern Botswana

c. 1500-Colonisation of Botswana by ancestors of modern Batswana

c. 1825-Bakololo of Sebetwane invade Botswana

1832-Amandebele of Mzilikazi move to western Transvaal and send tribute collectors to Botswana

1834-Sebego's Bangwaketse defeat Amandebele at Dutwe

1837-40-Amandebele migrate through eastern and northern Botswana, settle permanently in Zimbabwe

1847-David Livingstone establishes a mission at Kolobeng

1852-53- The Batswana-Boer War. Batloka, Bamalete, Bahurutshe, Barolong migrate into Botswana

1857-Lutheran missionaries arrive

1863-Bangwgwato defeat Amandebele

1867-Gold found in Tati

1884-Batawana defeat Amandebele

1885-British proclaim the Bechuanaland Protectorate

1889-Most Batswana dikgosi object to colonial rule-at Kopong meeting

1895-Bathoen I, Khama III and Sechele I travel to Britain to block possible incorporation into B.S.A.Co.

1897-Mafikeng to Bulawayo railroad built

1896-Rinderpest destroys most livestock

1899-Hut tax introduced

1901-*Koranta ea Becoana*, newspaper owned and run by Batswana appears

1908-10-Batswana campaign against incorporation into Union of S.A.

1912-S.A. mines begin the organised recruitment of Batswana labour

1914-18-World War I.Over 2000 Batswana soldiers serve in France, East Africa and Namibia

1920-Native (African) Advisory Council

1926-Tshkedi Khama begins reign as Bangwato regent

1934-Native Proclaimations resisted by Tshkedi and other dikgosi

1939-45 World War II. 10,000 Batswana serve in Europe, Middle East, North Africa

1947-Nswazi village stormed by Bangwato, Bakanswazi flee to Zimbabwe

1949-Sertse Khama banished from Bangwato reserve. Tshekedi Khama suspended

1950-Joint Advisory Council established

1954-Abattoir (later BMC) opens in Lobatse

1956-Seretse Khama returns to Botswana

1957-Elected local councils are introduced

1959-L.Raditladi establishes Federal Party

1960-61-Peoples Party (BPP) founded

1961-62 Democratic Party (BDP) formed

1963-New Capital built in Gaborone

1965-BDP win elections.Sir Seretse Khama becomes Prime Minister of Botswana.

1965-The Botswana National Front (BNF) is founded

1966-Independence (30th Sept). Sir Seretse Khama is the President of Botswana

1967-Discovery of diamonds in Botswana

1974-Copper production at Selebi Phikwe

1977-Botswana Defence Force is formed

1980-Sir Seretse Khama dies-Sir Ketumile Masire becomes the new President -SADCC formed-Lusaka Declaration

1991-Soda Ash production begins. Botswana population passes the 1 million mark

1992- SADC formed-Windhoek Declaration

Multiple Choice Answers

1 Reading Maps 1
1C 2B 3A 4A 5C 6D 7A 8B 9D 10B

2 Reading Maps 2
1B 2B 3A 4B 5D 6B 7A 8C 9C 10C

3 Botswana's Physical Environment
1B 2A 3A 4C 5B 6B 7C 8B 9C 10B

4 The Environment & Humanity
1A 2C 3C 4B 5D 6A 7C 8A 9B 10D

5 The Family
1C 2C 3C 4A 5D 6D 7B 8D 9A 10C

6 Wider Communities
1C 2B 3A 4C 5C 6C 7D 8B 9D 10A

7 Early Humans
1B 2C 3D 4C 5D 6C 7D 8A 9C 10A

8 Iron Age Civilisations
1A 2D 3A 4C 5C 6A 7C 8C 9B 10A

9 People & Settlement to 1800 & Difaqane
1A 2C 3C 4C 5B 6C 7C 8D 9D 10C

10 The Coming of Europeans
1C 2D 3A 4B 5C 6D 7A 8C 9C 10B

11 Colonialism
1A 2D 3A 4B 5C 6B 7D 8A 9D 10D

12 The Road to Independence
1C 2D 3C 4B 5B 6C 7A 8C 9D 10C

13 Identity & Citizenship
1C 2A 3B 4A 5D 6C 7C 8B 9D 10B

14 Governance
1C 2B 3D 4A 5B 6C 7A 8B 9C 10B

15 Botswana's Foreign Relations
1A 2C 3D 4A 5C 6C 7D 8D 9D 10B

16 Physical Environment & Culture
1B 2C 3D 4A 5D 6C 7C 8C 9D 10D

17 Africa's Landforms
1B 2C 3D 4A 5B 6D 7B 8B 9D 10C

18 Sustainable Development
1C 2C 3A 4C 5D 6D 7D 8A 9A 10D

19 World Environments
1B 2C 3D 4A 5C 6C 7D 8B 9A 10B

20 Agriculture
1A 2D 3A 4B 5A 6C 7A 8D 9C 10C

21 Mining
1D 2B 3C 4B 5B 6C 7A 8A 9A 10D

22 Manufacturing
1D 2D 3A 4B 5C 6B 7B 8D 9C 10D

23 Tourism
1A 2B 3B 4A 5D 6D 7C 8A 9A 10C

24 Trade and Communication
1B 2C 3D 4D 5A 6D 7C 8D 9A 10C

25 Human Resources Development
1C 2A 3D 4B 5C 6B 7B 8D 9A 10A

26 Population
1B 2A 3D 4B 5C 6C 7D 8B 9A 10D

28 Revision Questions
1D 2A 3B 4D 5B 6C 7C 8A 9A 10B 11C 12B 13C
14C 15A 16D 17D 18A 19A 20B 21D 22A 23C
24C 25A 26B 27B 28A 29D 30B 31C 32A 33C
34C 35C 36D 37A 38C 39C 40A 41B 42C 43A
44C 45B 46B 47D 48D 49B 50D 51A 52A 53B
54A 55B 56D 57A 58D 59A 60C

"The Three Year JC Social Studies Revision Notes and Questions" is a comprehensive summary of the new Social Studies syllabus for Botswana. With over 300 multiple choice and 100 structured and essay type questions (and a full colour map) it's an essential partner for teachers and pupils, both in and out of the classroom. The easy to follow approach means it is an ideal resource for quick reference, homework, note taking and individual learning in social studies.

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